MAGNOLIA SCIENCE ACADEMY-7
(MSA-7 aka MSA-Van Nuys)

2012 CHARTER AMENDMENT

BY MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

(Formerly known as)

DIALOG FOUNDATION

13950 Milton Ave STE 200B Westminster, CA 92683

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

Submitted On: April 19, 2012
TABLE OF CONTENTS

BRIEFING PAGE.............................................................................................................4
AFFIRMATIONS AND ASSURANCES.............................................................................6
INTRODUCTION............................................................................................................7
ELEMENT 1: EDUCATIONAL PROGRAM .....................................................................17
  1.1 Introduction ...........................................................................................................17
  1.2 Proposed Student Population ..............................................................................19
  1.3 What It Means To Be an Educated Person in the 21st Century .........................22
  1.4 How Learning Best Occurs .................................................................................23
  1.5 Goals of the Program ..........................................................................................26
  1.6 Typical Day at Magnolia Science Academy-Van Nuys ......................................28
  1.7 Sample Schedules ..............................................................................................34
  1.8 Instructional Design for Target Population .........................................................37
  1.9 Distinctive Features of Magnolia Science Academy-Van Nuys .........................47
  1.10 Curriculum .........................................................................................................56
  1.11 Grade-Level Enrollment .....................................................................................62
  1.12 School Calendar of Magnolia Science Academy-Van Nuys .............................63
  1.13 Professional Development ..................................................................................65
  1.14 Recruiting Qualified Teachers ..........................................................................70
  1.15 Students with Special Needs .............................................................................71
  1.16 Low Achieving Students ...................................................................................73
  1.17 High Achieving Students ..................................................................................76
  1.18 English Language Learners ..............................................................................78
  1.19 Socio-economically Disadvantaged Students ..................................................84
  1.20 Grading, Promotion, and Graduation .................................................................85
  1.21 Accreditation .....................................................................................................89
  1.22 Implementation Plan .........................................................................................90
  1.23 Conclusion ..........................................................................................................91
ELEMENT 2: MEASURABLE STUDENT OUTCOMES ..............................................92
  2.1 Subject Matter Competencies .............................................................................93
  2.2 Middle School Benchmarks ...............................................................................97
  2.3 Lifelong Learning Skills and Interpersonal Skills ..............................................97
  2.5 Academic Performance Index ..........................................................................100
  2.6 School Wide Goals .............................................................................................101
ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES 104
  3.1 Academic Areas ..................................................................................................104
  3.2 Lifelong Learning Skills .....................................................................................109
  3.3 Standard Tests ....................................................................................................109
  3.4 Computer Adapted Tests ....................................................................................109
  3.5 Non-Academic Areas ..........................................................................................110
  3.6 Use and Reporting of Data ................................................................................112
ELEMENT 4: GOVERNANCE STRUCTURE OF THE SCHOOL .............................113
  4.1 Introduction .........................................................................................................113
  4.2 Magnolia Educational & Research Foundation ( Board) ...................................113
  4.3 Magnolia Educational & Research Foundation Central Office .........................115
  4.4 The School Site Council (SSC) ..........................................................................116
  4.6 School Principal ..................................................................................................116
  4.7 Parental Involvement ........................................................................................117
  4.8 The English Language Advisory Committee ....................................................118
  4.9 Grievance Process for Parents and Students ......................................................118
  4.10 Responding to Inquiries ...................................................................................119
  4.11 Notifications .....................................................................................................119
  4.12 Organizational chart ........................................................................................121
ELEMENT 5: EMPLOYEE QUALIFICATIONS .......................................................... 121
  5.1 Background Checks .............................................................................. 122
  5.2 No Child Left Behind and Credentialing .................................................. 122
  5.3 Staff Selection and Qualifications of the School Personnel: .............. 122
  5.4 Evaluation of the School Personnel ...................................................... 127
ELEMENT 6: PUPIL AND STAFF HEALTH AND SAFETY ........................................... 130
  6.1 School Facility .................................................................................... 130
  6.2 Criminal Background Checks ............................................................. 131
  6.3 Immunizations and Tuberculosis Testing .............................................. 131
  6.4 Emergency Situations ......................................................................... 131
  6.5 Staff Responsibilities ........................................................................... 134
  6.6 Child Abuse Reporting ......................................................................... 135
  6.7 Prescription Medications ...................................................................... 136
  6.8 Insurance Requirements ..................................................................... 136
  6.9 Evidence of Insurance .......................................................................... 138
  6.10 Hold Harmless/Indemnification Provision ........................................... 138
  6.11 Asbestos Management ....................................................................... 139
ELEMENT 7: RACIAL AND ETHNIC BALANCE .......................................................... 139
  7.1 No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students .......... 139
  7.2 Federal Compliance ............................................................................. 140
  7.3 Court-Ordered Integration .................................................................. 141
  7.4 Recruitment Process to Achieve Racial and Ethnic Balance ........ ...... 142
ELEMENT 8: ADMISSION REQUIREMENTS .............................................................. 144
  McKinney-Vento Homeless Assistance Act .............................................. 144
  8.1 Recruiting Low-Achieving and Socio-economically Disadvantaged Students ........ 144
  8.2 Public Random Drawing/Lottery ............................................................ Error! Bookmark not defined.
  8.3 Notifications of Admission .................................................................. 146
  8.4 Waiting List Notification ...................................................................... 146
ELEMENT 9: FINANCIAL AUDIT .............................................................................. 146
  9.1 Internal Audit ...................................................................................... 147
  9.2 Outside Auditor ................................................................................... 148
  9.3 District Oversight Costs ....................................................................... 148
ELEMENT 10: SUSPENSION AND EXPULSION ......................................................... 151
ELEMENT 11: RETIREMENT PROGRAMS ................................................................. 163
  11.2 Benefits ............................................................................................. 163
  11.3 Work Schedule .................................................................................. 163
  11.4 Termination ......................................................................................... 164
  11.5 Process for Resolving Complaints/Grievances .................................. 164
  11.6 Consequences for Unprofessional Conduct ....................................... 165
ELEMENT 12: ATTENDANCE ALTERNATIVES ......................................................... 167
ELEMENT 13: EMPLOYEE RIGHTS AND RESPONSIBILITIES ................................. 168
ELEMENT 14: DISPUTE RESOLUTION, CHARTER REVOCATION, AND RENEWAL ........ 169
  Dispute Resolution .................................................................................... 169
  Amendments .......................................................................................... 170
ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING .................... 171
ELEMENT 16: SCHOOL CLOSE OUT ...................................................................... 172
ADDITIONAL REQUIREMENTS 1: GENERAL REQUIREMENTS .......................... 182
ADDITIONAL REQUIREMENTS 2: FINANCIAL AND BUDGET MATTERS ............. 183
ADDITIONAL REQUIREMENTS 3: ADMINISTRATIVE SERVICES ......................... 185
ADDITIONAL REQUIREMENTS 4: SEVERABILITY ............................................ 187
Name of Organization: The Magnolia Educational and Research Foundation

Grades Served/Number of Students:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13 (end of charter term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>325</td>
<td>400</td>
</tr>
</tbody>
</table>

Target Neighborhood: Van Nuys

Facility Status/Location: Seeking a site in Van Nuys
If LAUSD facilities are used during the term of this charter, the MSA-7 shall abide by all LAUSD policies relating to Maintenance and Operations Services.

Does the location meet Board Policy Criteria (Low API, Overcrowded): Yes – See local school demographics:

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>Average Class Size</th>
<th>API</th>
<th>2006 Statewide Ranking</th>
<th>2006 Schoolwide Ranking</th>
<th>AYP All Components</th>
<th>AYP English</th>
<th>AYP Math</th>
<th>PI Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Van Nuys Middle</td>
<td>1,563</td>
<td>30.6</td>
<td>649</td>
<td>3</td>
<td>5</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Year 5</td>
</tr>
<tr>
<td>Robert Fulton College Preparat</td>
<td>1,966</td>
<td>28.7</td>
<td>607</td>
<td>2</td>
<td>5</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Year 5</td>
</tr>
<tr>
<td>Van Nuys Senior High</td>
<td>3,060</td>
<td>29.2</td>
<td>670</td>
<td>3</td>
<td>5</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Year 1</td>
</tr>
<tr>
<td>Ulysses S. Grant Senior High</td>
<td>2814</td>
<td>30.4</td>
<td>625</td>
<td>3</td>
<td>4</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Year 4</td>
</tr>
</tbody>
</table>

Board of Directors: Metin Oguzmert, Ph.D. (President); Saken Sherkanov, M.S. (Vice President); Bayram Yenikaya, Ph.D.; Mustafa Kaynak, Ph.D.; Nichole Ataizi, M.S (Board Secretary); Duygu Ustun M.S; Pauline Galeano

Description of Philosophy: The model schools of the Magnolia Educational & Research Foundation are committed to developing the full potential of each student in the areas of Math, Science, and Technology. Our goal is to provide an education that is academically challenging, where students develop a positive sense of the learning process. This includes the knowledge, skills, and attitudes necessary to function as successful, independent, contributing members of society.

Source of Core Money: Loans from Magnolia Educational & Research Foundation / Board Members and local business ($100,000 for the first year)

3-5 Top Leaders: Ertan Salik, PhD (Magnolia Educational & Research Foundation Board President); Metin Oguzmert, PhD (Board Member); Joseph Hurmali, MS (Magnolia Educational & Research Foundation CEO); Engin Eryilmaz (Magnolia Science Academy Principal); Adnan Doyuran, PhD (Momentum Middle School Principal);

Has your charter applied to any other jurisdiction for approval?: No
Are there any Sister Charters?:
- Los Angeles Unified School District (LAUSD):
  - Magnolia Science Academy
  - Magnolia Science Academy-2
  - Magnolia Science Academy-3
  - Magnolia Science Academy-4
  - Magnolia Science Academy-5
  - Magnolia Science Academy-6
- Statewide Benefit Charters
  - Pacific Technology School- Santa Ana
  - Pacific Technology San Juan
- San Diego Unified School District (SDUSD)
  - Magnolia Science Academy-San Diego

What innovative elements of your charter could be considered “best practices” and replicated by other schools?: Technology Integrated Education, Home Visits, Science Fair Projects, Free tutoring in core classes, Advanced Placement Classes, International Science Olympiads Prep Program, College Prep Program
AFFIRMATIONS AND ASSURANCES:

MSA-7 shall:

- Be nonsectarian 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, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- 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. EC 47605(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

MSA-Magnolia Science Academy-7 (MSA-7) is a startup charter school for grades K-8 with a curriculum that emphasizes science, math, and technology. The school will operate as in-seat attendance. The school is primarily designed to meet the needs of the students and parents of the Van Nuys, California area.

The Mission

The mission of MSA- Magnolia Science Academy-7 is to serve K-8 grade students in Van Nuys by:

- Preparing students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.
- Providing a sound educational plan with emphasis on math, science, and technology.
- Providing a rigorous, innovative, challenging, enhanced curriculum with a focus on preparing students to attend the universities of their choice.
- Providing a strong science, math and technology based program to elementary school students to provide solid foundational skills while stimulating students’ interest and confidence to continue intensive math, science and technological studies in later grades.

MSA-7 bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in math, science, and technology. As the sociologist Francis Fukuyama stated, our economy has shifted from an industrial base to a technology base, with the digital exchange of information being the cornerstone. It has become apparent that our nation's economic future will require a technologically competent and highly adaptable workforce. Problems facing our society at all levels are increasingly scientific and technological in nature. To address these concerns effectively, Americans need to be science literate. A good science education will help students acquire a whole set of necessary intellectual habits and attitudes that might well be called “scientific habits of thinking,” an important component of critical thinking.

---

United States Department of Labor statistics indicate that there will be the need for 20 percent more engineers by the end of this decade. However, enrollment in engineering technology programs in 2000 was about half what it was in 1990. In 2005, National Academies re-emphasized this need strongly with the release of a report: Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future. The report’s conclusions are serious, noting that there is a serious risk that the United States may soon and irrevocably lose its lead in science and technology. Among the recommendations of the report is:

“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 is a state that has an economy highly dependent on high technology, and therefore the future of S&E workforce in California is a big concern. In 2005, Governor Schwarzenegger has asked the California Council on Science and Technology (CCST) to prepare a response to the report released by the National Academies, Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future. CCST formed Task Forces to address the recommendations made by the national Academies report. The report “California’s Science and Math teachers: A critical path analysis” released by CCST finds that “California produces only half the math and science teachers it needs.”

In order to sense the scale of the risk in S&E workforce for the US and California it is important to define the extent of S&E workforce. According to a report from the National Science Board (NSB 03-69), “The Science and Engineering Workforce Realizing America’s Potential,” the S&E workforce is not limited to those who hold jobs classified as science and engineering positions. Rather, it includes all jobs that require science and engineering skills even though the jobs themselves are classified as non-S&E jobs. Using this definition, a pre-college teacher with 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 within the S&E workforce.

The vision of Magnolia Science Academy Charter Schools is, therefore, “to inspire students to choose career paths in science and technology”. Naturally, students need baccalaureate and higher degrees in science and engineering fields, and this makes it very important for students to be well-prepared for college education in middle and high schools.

Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 420 million. These estimates also indicate that 85 percent of this increase will be the result of immigration from three areas of

---

3 http://www.bls.gov/  
4 http://www7.nationalacademies.org/ocga/testimony/Gathering_Storm_Energizing_and_Employing_America2.asp  
5 http://www.nap.edu/openbook.php?isbn=0309100399  
8 http://www.census.gov/population/www/projections/popproj.html
the world—Asia, Africa, and Mexico/Latin America. Over the next 50 years, it will be essential for people to work cooperatively in multicultural environment while maintaining their core cultural knowledge and values that allow for the development of social capital. The curriculum at MSA-7 will therefore emphasize collaborative learning; a key factor in fostering a cooperative work ethic.

Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of MSA-7 is to create a partnership between staff, families, and the community to provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically.

In school setting, teachers are one of the most important role models to the students. MSA-7 therefore will emphasize among the teaching staff 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**

The goals of MSA-7 are 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 increase their chances of success in higher education and beyond.
- Establish intensive enrichment programs for high and low achieving students.
- Enable students to think objectively and critically, respect truth, and be socially responsible.
- Prepare students to be responsible and productive citizens.
Developers
The Magnolia Educational & Research Foundation was established in August 1997 (originally named Dialog Foundation) in Los Angeles through the efforts of a group of active community members in Southern California. The founders believe that increasing educational opportunities at every level is an asset to progress and further development.

The Foundation is a nonprofit corporation and was granted tax-exemption status (501(c)-3) by the IRS and the State of California. The headquarters of the Magnolia Educational & Research Foundation is located at 13950 Milton Ave Ste 200B Westminster, CA 92683.

In 1998, utilizing our connections to major research universities throughout Southern California, the Foundation began organizing volunteer tutors for middle and high schools, especially in science, math, and computer technology subjects. In 1999, the Foundation organized and implemented a joint program with Culver City to provide tutoring for students all around the city. It also started a free tutoring program in the Sherman Oaks/Van Nuys Area of the San Fernando Valley.

Magnolia Educational & Research Foundation has established the Magnolia Science Academy\(^9\) (MSA), in the San Fernando Valley in Fall 2002. MSA has proven to be an effective and successful charter school development for this under-developed area in its first four years. It also won grants such as the implementation grant by California Department of Education and a grant by the Walton Foundation. Magnolia Educational & Research Foundation established its second charter school in San Diego, Momentum Middle School\(^10\) in September, 2005; and its third charter school Magnolia Science Academy-2\(^11\) in September, 2007. **Throughout the years, the Foundation has established another six charter schools; Magnolia Science Academy-3, Magnolia Science Academy-4, Magnolia Science Academy-5, Magnolia Science Academy-6, Pacific Technology School-Santa Ana, and Pacific Technology School-San Juan. Pacific Technology School (PTS) is the brand of statewide benefit charters of Magnolia Foundation. The California State Board of Education has approved Magnolia’s petition to start 10 more statewide benefit schools over the next six years throughout California.**
The MSA-7 team consists of professionals and volunteers from different backgrounds including educators, scientists, engineers and businessmen (please refer to the “Biographies of Development Team” section for more information). In addition, the development team is fortunate to be able to draw from the experience of Magnolia Science Academy and Momentum Middle School. Now in their fifth and second year of operation, these schools have significant experience in the areas of public school administration, particularly in the areas of public school finance, attendance accounting, teacher credentialing, and curriculum development and assessment. This team, together with the help of local members, is determined to establish MSA-7 charter school in Van Nuys in order to repeat the success, share experiences and contribute to society with a high quality education.

SUCCESS OF MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION IN NUMBERS

The graph, charts, and data below\(^\text{12}\) demonstrate the success of Magnolia Educational & Research Foundation schools in the last five years:

**Magnolia Science Academy-1 (2007AYP All Met)**

\[\text{http://dq.cde.ca.gov/dataquest/}\]

---

\(^{12}\) Source: http://dq.cde.ca.gov/dataquest/
Table 1 - Demographic data of Magnolia Science Academy-San Fernando Valley

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>66.5%</td>
<td>62.0%</td>
<td>65.9%</td>
<td>65.7%</td>
<td>69.8%</td>
<td>66.0%</td>
</tr>
<tr>
<td>White</td>
<td>20.7%</td>
<td>19.6%</td>
<td>21.5%</td>
<td>21.5%</td>
<td>21.4%</td>
<td>20.9%</td>
</tr>
<tr>
<td>African American</td>
<td>8.5%</td>
<td>7.6%</td>
<td>5.1%</td>
<td>3.6%</td>
<td>2.9%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Asian/Flipino/PacIsl</td>
<td>4.2%</td>
<td>9.0%</td>
<td>7.3%</td>
<td>7.4%</td>
<td>5.8%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Other</td>
<td>0.1%</td>
<td>1.8%</td>
<td>0.2%</td>
<td>1.8%</td>
<td>0.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td># of students enrolled</td>
<td>188.0</td>
<td>276.0</td>
<td>396.0</td>
<td>391.0</td>
<td>401.0</td>
<td></td>
</tr>
</tbody>
</table>

Momentum Middle School (2007 AYP All Met)

API Scores

<table>
<thead>
<tr>
<th></th>
<th>Free and Reduced Lunch</th>
<th>API Score</th>
<th>Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>40.0%</td>
<td>732</td>
<td>NA</td>
</tr>
<tr>
<td>2006-07</td>
<td>40.0%</td>
<td>810</td>
<td>NA</td>
</tr>
</tbody>
</table>

Momentum Middle School comparing with San Diego Unified School District (SDUSD) and California State Averages

13 Source: LAUSD Web Site: http://notebook.lausd.net/
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>30.9</td>
<td>23.7</td>
</tr>
<tr>
<td>White</td>
<td>45.7</td>
<td>46.7</td>
</tr>
<tr>
<td>African American</td>
<td>12.3</td>
<td>20.0</td>
</tr>
<tr>
<td>Asian/Filipino/Pac Isl</td>
<td>8.6</td>
<td>6.7</td>
</tr>
<tr>
<td>Other</td>
<td>2.5</td>
<td>2.9</td>
</tr>
<tr>
<td># of students of enrolled</td>
<td>81.0</td>
<td>135.0</td>
</tr>
</tbody>
</table>
Unique Accomplishments of Magnolia Educational & Research Foundation

- Magnolia Science Academy increased its API score 129 points in the past four years, surpassing LAUSD average in the second year, and California average in the third year of its operation.

- Magnolia students have won more than 50 awards in nationwide math competitions, science competitions, and science fairs such as USA Computer Olympiad, American Computer Science League, American Mathematics Competitions and Los Angeles County Science Fair.

- Magnolia Science Academy was the first school in California to participate in the American Computer Science League, in which students from 200 schools throughout the US compete in computer programming.

- Magnolia Science Academy was the region winner of the junior division at the American Computer Science League in 2004 among all schools participating from Texas, New Mexico and California.

- Magnolia Science Academy was selected as a case study school for its exemplary programs by the LAUSD in 2005.

- Magnolia Science Academy students participated in the 55th Los Angeles County Science Fair in 2005 with 16 projects, which constituted more than 10% of the total projects (142) from the LAUSD. Magnolia Science Academy received the highest number of awards among all LAUSD schools at the 55th Los Angeles County Science Fair in 2005. (2 gold medals, 1 silver medal and 3 honorable mentions among 733 participants in about 30 categories)

- Zarathustra Brady, an 11th grader at Magnolia Science Academy, won the gold medal at the 2006 International Mathematical Olympiad (IMO)\textsuperscript{14}, the most prestigious and most difficult international math competition for high school students. He became the first charter school student to qualify for the US National Math Team. The Los Angeles Unified School District Board of Directors presented a letter of recognition to Zarathustra, the first Southern Californian to win after a decade, on September 26, 2006.

\textsuperscript{14} Source: http://imo2006.dmfa.si/participants/USA.html
• Magnolia Educational & Research Foundation, founding organization of Magnolia Science Academy, successfully replicated its educational model in San Diego Unified School District with Momentum Middle School in 2005.

• Momentum Middle School achieved an impressive API of 810 in its second year.

• Momentum Middle School students won awards in nationwide competitions such as Math Olympiads for Elementary and Middle Schools.

• Momentum Middle School received $45,000 from Qualcomm and $10,000 from Nokia, and received computer and equipment donations from various organizations.
1.1 Introduction

The MSA-7 program 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. Children in the target area of Van Nuys need better preparation in science and math if they are to be competitive in the 21st Century. Consequently, science and math are the focal points of the MSA-7 mission and curriculum.

A recent Position Statement by the National Science Teachers Association, states, “The National Science Teachers Association supports the notion that inquiry science must be a basic in the daily curriculum of every elementary school student at every grade level.” The statement continues reflecting on best practices in science education claiming, “Elementary school students learn science best when—

1. They are involved in first-hand exploration and investigation and inquiry/process skills are nurtured.

2. Instruction builds directly on the student’s conceptual framework.

3. Content is organized on the basis of broad conceptual themes common to all science disciplines.

4. Mathematics and communication skills are an integral part of science instruction”

The MSA-7 elementary program will mirror that of the current middle school program by providing a rigorous CA standard based program through integrated math, science and technology themes. The inquiry based hands-on instructional approach outlined in the original charter will not only teach young students to “learn to learn” but also prepare them for success in the pursuit of future math, science and technology careers and interests in upper grades.

---

Many elementary schools, especially those who serve low socioeconomic students and a high proportion or minority students, erroneously assume that because of their student population’s low skill sets, science and technology can be forgone for a more intensive focus on math and language arts basic skills. Since the inception of the MSA schools throughout California, our educators have seen the consequences of these decisions. Even when a unique program like MSA is provided to students starting in the middle school years, many students have already “given up” on science. They lack the preparation and confidence in the learning process and therefore find it difficult to change their mindset around learning. The MSA-7 elementary school program is being added to the MSA-7 middle school program as a natural progression of the MSA vision; to inspire students to choose career paths in science and technology. In order to truly fulfill our mission, it is essential to start even earlier than middle school and provide motivating, rigorous standards based curriculum grounded in science, math and technology in the elementary grades.

The address of the Charter school is : Van Nuys, CA
The phone number of the Charter school is : (310) 327 2841
The contact person for the Charter school is : Suleyman Bahceci
The number of rooms at the charter school is : 10
The grade configuration is : Grades K to 8
The number of students in the first year will be : 250
The grade level(s) of the students the first year will be : Grades K to 6
The opening date of the charter school is : September 2010
The admission requirements include : open to residents of California
The operational capacity will be : full capacity of 400 by end of charter term
The instructional calendar will be : September to June
The bell schedule for the charter school will be : 8:00 a.m.-2:50 p.m.
If space is available, traveling students will have the option to attend.

### 1.2 Proposed Student Population

<table>
<thead>
<tr>
<th>Grade</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13 (end of charter term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>325</td>
<td>400</td>
</tr>
</tbody>
</table>

MSA-7 will recruit low-income and socio-economically disadvantaged students from diverse backgrounds. The prospective student population will likely represent the demographics of the Van Nuys area (Statutory Purpose 47601 (b)):

- 60% low-income
- 77% students of color

MSA-7 will serve the residents of Van Nuys area. Van Nuys is an area that both the LAUSD Charter Office and the Magnolia Educational & Research Foundation have identified as in need of an alternative high-achieving school. **The table below shows the current level of achievement and demographics of the targeted area.**
The data in Table 2, and Table 3 were acquired from California Department of Education’s Dataquest\(^\text{16}\) 2006-07 show Van Nuys area LAUSD schools’ demographics, academic achievements and the similarity to Magnolia Science Academy-San Fernando Valley demographics.

Magnolia Science Academy-San Fernando Valley has been very successful with a similar demographic population as Van Nuys area LAUSD Schools as listed in Table 2 and Table 3. Therefore, Magnolia Educational & Research Foundation believes it can help substantially decrease the burden on the area schools and similarly produce productive citizens with its math and science oriented college prep program.

\(^{16}\) Source: http://www.cde.ca.gov
Table 2 - Demographic data for Van Nuys LAUSD Schools and MSA-1

<table>
<thead>
<tr>
<th>School</th>
<th>Enroll</th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Van Nuys Elementary</td>
<td>788</td>
<td>2.2%</td>
<td>0.5%</td>
<td>1.1%</td>
<td>93.9%</td>
<td>1.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Kester Avenue Elementary</td>
<td>824</td>
<td>10.6%</td>
<td>8.0%</td>
<td>3.4%</td>
<td>42.7%</td>
<td>32.9%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Sylvan Park Elementary</td>
<td>949</td>
<td>2.3%</td>
<td>0.5%</td>
<td>0.8%</td>
<td>94.6%</td>
<td>1.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Columbus Avenue</td>
<td>609</td>
<td>4.6%</td>
<td>3.1%</td>
<td>1.1%</td>
<td>87.5%</td>
<td>3.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Chandler Elementary</td>
<td>477</td>
<td>10.1%</td>
<td>2.9%</td>
<td>1.3%</td>
<td>54.3%</td>
<td>29.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Bassett Street Elementary</td>
<td>1015</td>
<td>2.6%</td>
<td>1.3%</td>
<td>1.0%</td>
<td>92.1%</td>
<td>2.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Hazeltine Avenue Elementary</td>
<td>1026</td>
<td>3.3%</td>
<td>1.4%</td>
<td>1.9%</td>
<td>88.5%</td>
<td>4.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Valerio Street Elementary</td>
<td>1108</td>
<td>4.2%</td>
<td>3.9%</td>
<td>1.8%</td>
<td>86.7%</td>
<td>3.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Kittridge Street Elementary</td>
<td>913</td>
<td>2.7%</td>
<td>1.2%</td>
<td>2.2%</td>
<td>79.3%</td>
<td>14.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Erwin Elementary</td>
<td>956</td>
<td>5.6%</td>
<td>1.3%</td>
<td>0.1%</td>
<td>67.5%</td>
<td>24.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Cohasset Street Elementary</td>
<td>730</td>
<td>4.7%</td>
<td>1.8%</td>
<td>1.4%</td>
<td>86.4%</td>
<td>4.2%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Sherman Oaks Elementary</td>
<td>837</td>
<td>12.4%</td>
<td>4.1%</td>
<td>2.7%</td>
<td>23.7%</td>
<td>55.2%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>Area Elementary Schools</strong></td>
<td>10232</td>
<td>5.1%</td>
<td>2.4%</td>
<td>1.6%</td>
<td>76.1%</td>
<td>13.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Van Nuys Middle</td>
<td>1,563</td>
<td>4.7%</td>
<td>2.4%</td>
<td>3.2%</td>
<td>78.7%</td>
<td>9.7%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Robert Fulton College Preparat</td>
<td>1,966</td>
<td>4.3%</td>
<td>2.1%</td>
<td>4.2%</td>
<td>86.0%</td>
<td>2.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Area Middle Schools</strong></td>
<td>3,529</td>
<td>4.5%</td>
<td>2.2%</td>
<td>3.8%</td>
<td>82.8%</td>
<td>5.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Van Nuys Senior High</td>
<td>3,060</td>
<td>4.6%</td>
<td>4.9%</td>
<td>61.7%</td>
<td>12.9%</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>Ulysses S. Grant Senior High</td>
<td>2814</td>
<td>4.3%</td>
<td>2.2%</td>
<td>2.0%</td>
<td>60.4%</td>
<td>29.4%</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>Area High Schools</strong></td>
<td>5,874</td>
<td>4.5%</td>
<td>8.7%</td>
<td>3.5%</td>
<td>61.1%</td>
<td>20.8%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Magnolia Science Academy</td>
<td>370</td>
<td>2.3%</td>
<td>1.4%</td>
<td>5.3%</td>
<td>68.5%</td>
<td>21.9%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Table 3 - Performance data for Van Nuys LAUSD Schools and MSA-1

Doc# 173839
1.3 What It Means To Be an Educated Person in the 21st Century

The founders of MSA-7 believe that educated citizens of the 21st century must have a solid background in science and math as well as in history and literature. With such knowledge, they not only will be able to keep up with the rapid growth of science and technology but they also will be able to contextualize it and understand what it means. Educated citizens of the 21st century must have a love of learning that will enable them to be self motivated lifelong learners so that they can adapt easily and quickly to changes. They must be able to work productively and cooperatively in a multicultural environment. In addition, educated citizens must be effective language users, adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, honesty, critical thinking, and social and moral awareness.

MSA-7 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.
Becoming a 21st Century Learner in the MSA-7 elementary program means:

- **Students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of reading/language arts, mathematics, science, and social studies;**

- **Students gain an passionate interest and strong foundational skills in the integration of science, math and technology;**

- **Students are effective and confident communicators, and are comfortable utilizing a wide range of technologies;**

- **Students are critical thinkers and problem solvers;**

- **Students have an appreciation for the humanities and show respect for diverse cultures;**

- **Students possess a lifelong love of learning;**

1.4 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{17,18}. Our rigorous standards-based educational program will use inquiry based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. They will also have the opportunity to develop social and interpersonal skills—writing, presentation, communication, and collaboration. Furthermore, MSA-7 will offer health and life skills courses 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 will discover how to learn, and develop the skills to become self-empowered learners.


\textsuperscript{18} S. B. Mertens and N. Flowers, “Middle school practices improve student achievement in high poverty schools,” Middle School Journal, pp. 33-43, Sep 2003.
The balance between academic and enrichment programs promotes a love of learning and positive feeling about the school experience. MSA-7 will offer a rigorous standards-based curriculum from which students gain life-long knowledge and skills. Experiential methods will engage each student and facilitate understanding of core concepts. Magnolia Science Academy-7’s after school programs will offer academic assistance to students who need it and provide a safe place for academic and non-academic enrichment outside the regular school day.

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

Parent participation is an important element in Magnolia Science Academy-7’s educational philosophy. Students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates and a better chance of continuing with their education after graduation. This is especially true for predominantly minority and/or lower income communities.

Teaching methodologies at MSA-7 will place the study of content areas into topical units that incorporate relevant activities and lessons. Associations between expository writing and careers, mathematical proofs and space science, and science laboratory experimentation with chemical engineering will be clear to students studying these topics. Guest speakers and field trips will emphasize the links between study and practical application. Teacher-designed units will allow students to make necessary study-to-life correlations.

In order to be responsible members of society, students need to provide service to the community. Engaging in “real life” projects that are related to the curriculum will help

students move from adolescence and school to adulthood and society. Therefore, MSA-7 students will be actively involved in various community service projects.

**Elementary school students value science best when—**

1. A variety of presentation modes are used to accommodate different learning styles and students are given opportunities to interact and share ideas with their peers.

2. The scientific contributions of individuals from all ethnic origins are recognized and valued.

3. Other subject areas are infused into science.

4. Inquiry skills and positive attitudes are modeled by the teacher and others involved in the education process

**Inquiry based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age.**

As Bryn Mawr science professor, Wilfred Franklin, describes it best, "Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information...Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes and curiosity toward science and increased achievement in biological content (Hall & McCudy, 1990), (Kyle et al, 1988), (Kyle et al, 1982), and (Shymansky, 1984).”

**Similar sentiments have been noted by the National Science Teachers Association, "No single coherent vision of how to educate today's children dominates U.S. educational practice in either science or mathematics..." and "The visions that shape U.S. mathematics and science education are splintered" (Schmidt et al., 1996b, p. 1). The curriculum in the country with the best science achievement is presented in a way that links topics and concepts into a story. The need for more coherence is one reason that the National Science Education Standards (NRC, 1995) includes thematic strands.”**
The MSA-7 elementary school program will implement inquiry based learning through a cross curricular math, science and technology focus to emphasize the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable our students to continue the quest for knowledge throughout life. The MSA-7 elementary program will “catch them early.”

1.5 Goals of the Program

The school’s academic goals as well as learning outcomes and how MSA-7 will measure these outcomes, are described briefly below and in detail in Elements 2 and 3 (measurable pupil outcomes and the methods to assess the progress of pupils).

MSA-7 primary goals:

- Increase students’ interest in science, mathematics and reading by innovative, engaging 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 a life-skills course.
- Improve students’ academic skills, especially those who are performing below grade level, by providing a comprehensive free tutoring program.

The MSA elementary program seeks to:

- Increase students’ interest in science, mathematics and reading by innovative, engaging standards-based curriculum.
- Provide a challenging curriculum designed to increase students pursuing careers in science, mathematics, and technology.
- Provide a quality rigorous curriculum that is aligned to state content standards.
- Sharpen students’ thinking skills by providing hands-on inquiry activities.
• **Improve students’ academic skills, especially those who are performing below grade level, by providing a comprehensive free tutoring program.**

Additionally, *in order to give future MSA -7 students the essential math, science and technology skills needed to be successful and to forge a deeper understanding of learning, the MSA -7 elementary program goals include those suggested as necessary by prominent researchers in science and math education and will:*

• **Increase vocabulary knowledge and conceptual understanding (Lloyd & Contreras, 1985, 1987);**

• **Improve critical thinking (Narode et al., 1987);**

• **Develop positive attitudes toward science (Kyle et al., 1985; Rakow, 1986);**

• **Promote higher achievement on tests of procedural knowledge (Glasson, 1989) and;**

• **Ensure the construction of logico-mathematical knowledge (Staver, 1986).**

### 1.5.1 Learning Outcomes

MSA-7 pursues the following learning outcomes:

• All students will demonstrate grade-level proficiency in all subject areas of the curriculum including mathematics, science, social studies, language, and arts according to the California Framework/Content Standards and the No Child Left Behind Law (NCLB).

• All students will demonstrate a mastery of designated outcomes in the areas of language arts, history, math, and science, which meet or exceed California State Content Standards as measured by California Standards Tests. Suggested goals are listed in Element 2, Measurable Pupil Outcomes.

• All students will demonstrate a mastery of specific leadership skills (e.g., presentation skills, meeting facilitation, action plans, conflict resolution, diversity sensitivity, and personal leadership qualities).

• All students will demonstrate leadership capacity by planning and implementing significant service-learning projects in the school and their communities.

• All students will demonstrate a proficiency in technology skills designated by the school community to be important for both lifelong learning and preparation for a modern work force.
1.5.2 School Outcome Goals

MSA-7 pursues the following school outcome goals:

- The school will meet all requirements of No Child Left Behind (NCLB) law.
- The school will demonstrate progress in the aggregated results of the pupil outcomes listed above.
- The school will demonstrate student improvement on standardized tests and will compare favorably with schools that have similar student populations in terms of race, gender, and socioeconomic status.
- The school will maintain a high student attendance rate (at least 95%).

1.6 Typical Day at Magnolia Science Academy-Van Nuys

A typical day at MSA-7 starts with some students tutoring their peers while others eat breakfast. First period starting at 8:00am finds all students in classes on time and ready to work. Students continue through a regular schedule with 46 minutes for each class and a transition time of 4 minutes.

A visitor is able to observe enthusiasm of the teachers and students during the class hours. During a Math lesson (or any other class), students are eager to learn the details of the taught subject through an online standards based movie or a PowerPoint presentation shown on a projector screen. In the state-of-the-art computer lab, students work on a core content subject related project with their core content teacher during their technology integration class with the focus being on applying technology skills to the current unit of study. The science class is involved in a lab exploration that integrates inquiry-based questions. The teacher leads a class discussion to develop theories about the certain topic. Teachers assign reading and review homework and projects due each day of the week. After the second period, Silent Sustained Reading (SSR) is scheduled every day for 15 minutes. Staff, teachers, guests and administrators join students to model good reading habits in the SSR period. The students attend two more classes before lunch.

Proper manners and social dining skills are emphasized during lunch and break periods. Conversations take place at an appropriate volume and students are not heard yelling in the
hallways. Students use proper behavior in the library and bathrooms and use paper, aluminum, and plastic recycling bins and waste cans on the campus to dispose of trash. A balanced lunch is served. Students are encouraged to drink water during breaks and lunches. Proper manners and social dining skills are emphasized during lunch. The school has invited a local college rhetoric instructor for a lunch chat on history of public speaking. The cross-curricular integration of themes and topics seen at the school all in one day provides a framework for students to link and remember the lessons and activities of the day. After the lunch, students have two more classes and the school day comes to an end at 2:55pm.

The after-school program, between 3:00pm and 4:00pm, allows students time to meet with clubs, work at the service learning projects, prepare for local, national and/or international competitions or attend free tutoring sessions. Visitors see teachers, volunteers or even upper level students tutoring middle-level students in all content areas. Students are peer-editing reports and papers. The library and computer lab is open and staff and teachers are available for online research assistance and review, enrichment or remediation in all subject areas.

From 4:00pm to 5:00pm teachers are busy with informing some parents about the progress of their children and discuss cooperative strategies and action plans. In addition, teachers may also start to evaluate student test, exam, project or homework.

At the end of a minimum day on Fridays, the school ends at 2:05pm and there are no after-school programs. Staff development meetings are held from 2:20pm until 3:30pm every Friday. They discuss daily school operations and construct further improvement plans. Teachers share experiences and the upcoming school projects are organized.

For the elementary student, a typical day at Magnolia Science Academy (MSA-7) starts early in the morning at 7:15, which allows parents to drop off their children before work. Parents can take advantage of peer tutoring and breakfast from 7:15 to 7:45. First period, starting at 8:00am, finds all students in classes on time and ready to work. The Lower Elementary School (ES) (K through 2nd grade) continues through a schedule of Self-Contained classes while the Upper Elementary School (3rd through 5th grade) proceed through a regular schedule. A nutrition break is given in the morning to allow students to maximize their learning potential. A healthy lunch with reading programs at the noon break also stimulates MSA-7
student learning. After dismissal time from 2:50 to 3:30, after school programs complete the daily educational program of MSA-7.

Lower ES students K-3 start the day with language arts in the first block and continue with math in their second block after the nutrition break. During these two block schedules, teacher aids will assist in this self contained classroom with 1 teacher. The noon break is divided into three separate periods to avoid mixing the lower ES students with the upper ES students. The lower ES students eat lunch while the upper ES students are in recess. Then students switch for the next period before moving into sustained silent reading (SSR) classes all together in the third session of the noon break. The afternoon classes are divided into three periods. Non-core classes, called “specials”, are taught at the end of the day. The specials are physical education (PE), computer science, art, music, library and intervention. PE, computer science and art/music teachers will have separate teachers specializing in these areas. In these classes, students will be able to develop healthy living skills, technology comprehension, and appreciation of artwork, harmonious living, self-driven book search, and many other skills. These classes play a special role in the complete development of students.

Upper ES students grades 4-5 start the day with either language arts or math. Two teachers team teach and are expected to excel in specific areas, language arts/history or math/science, and teach it to the two same-grade classes. For example, teacher X teaches language arts in the first period to 4A, and to 5B in the second period. The same teacher will be responsible to teach history in the afternoon to both 4A and 5B in different periods. Teacher Y teaches math to 5A in the first period and to 4B in the second period. The same teacher will be responsible to teach science in the afternoon to both 5A and 4B in different periods. The noon break is divided into thirds, Upper ES students start with recess, then move to lunch, then to their SSR classes. The afternoon specials are the same classes plus science and history. Full time specials class teachers will be helping in the intervention programs in the before noon periods.

A visitor will be later told that what he/she saw were traditional aspects of a school doing an inquiry based science program such as:

Children View Themselves as Scientists in the Process of Learning.
1. They look forward to doing science.
2. They demonstrate a desire to learn more.
3. They seek to collaborate and work cooperatively with their peers.
4. They are confident in doing science; they demonstrate a willingness to modify ideas, take risks, and display healthy skepticism.

Children Accept an "Invitation to Learn" and Readily Engage in The Exploration Process.
1. Children exhibit curiosity and ponder observations.
2. They move around selecting and using the materials they need.
3. They take the opportunity and the time to "try out" their own ideas.

Children Plan and Carry Out Investigations.
1. Children design a way to try out their ideas, not expecting to be told what to do.
2. They plan ways to verify, extend or discard ideas.
3. They carry out investigations by: handling materials, observing, measuring, and recording data.

Children Communicate Using a Variety of Methods.
1. Children express ideas in a variety of ways: journals, reporting out, drawing, graphing, charting, etc.
2. They listen, speak and write about science with parents, teachers and peers.
3. They use the language of the processes of science.
4. They communicate their level of understanding of concepts that they have developed to date.

Children Propose Explanations and Solutions and Build a Store of Concepts.
1. Children offer explanations from a "store" of previous knowledge.
2. They use investigations to satisfy their own questions.
3. They sort out information and decide what is important.
4. They are willing to revise explanations as they gain new knowledge.

Children Raise Questions:
1. Children ask questions (verbally or through actions).
2. They use questions to lead them to investigations that generate further
questions or ideas.
3. Children value and enjoy asking questions as an important part of science.

Children Use Observation:
1. Children observe, as opposed to just looking.
2. They see details, they detect sequences and events; they notice change, similarities and differences, etc.
3. They make connections to previously held ideas.

Children Critique Their Science Practices.
1. They use indicators to assess their own work
2. They report their strengths and weaknesses.
3. They reflect with their peers.
They learn!

When the first two classes have concluded, the students immediately go to various corners of the room and are allowed to sit on bean bag chairs and carpets to read. He/she will be later told this is because there are several methods of engaging in inquiry based education.

Structured inquiry: a hands-on problem is investigated by giving students a procedure and materials but students are not informed of the expected outcomes.
Guided inquiry: materials and a problem to investigate are provided but students devise their own procedure.
Open inquiry: similar to guided inquiry but students develop their own problem to investigate.
Learning cycle: students are engaged in an activity that introduces a new concept. The teacher then provides the formal name for the concept.

He/she definitely saw all of these occurring at some point in the day. Students seemed to have fun figuring out what it was the teacher wanted them to learn--they seemed to learn without really being forced to learn. And he/she noticed that it was easy too, for ALL students. One kid was drawing his ideas and questions about a topic because they could tell he found it hard to write his thoughts down on paper right away. Once the pictures were drawn, he was able to explain it to
other kids in the group and since he was explaining it, he began to be able to write down his thoughts in a paragraph.

What was really cool for him/her was how the teachers used a bunch of fun technology to show them concepts. The teacher introduced a poem about a pond through a powerpoint with pictures of the pond, pond creatures and even a picture of the author when he was a kid and playing in a pond. Then she used smart board to show them some information on the web about the author. They were able to choose a link on the page and go to whatever interested us most about the author and learn about their writing after they all formulated a question they wanted to know about the author or about poetry. They asked why this guy would write a poem about a pond in 1835 right after his wife had died of a funky disease that killed lots of people. It just seemed weird to him/her and he/she wanted to find out what the connection was.

Once he/she had to go to the bathroom and got to walk past other classrooms too. What he/she saw was similar to what he/she was experiencing in his/her room. He/she saw first graders singing a catchy tune about the life cycle of a frog. And third graders describing the ecosystem of the desert to their peers, some in Spanish. And fifth graders conducting simple science experiments as they demonstrate understanding of the scientific method.

This inquiry based instruction did not seem too difficult for the teachers. It all looked fairly similar in all subjects.

1. They started with an open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations).
2. They gathered responses from the kids and subsequent questions from students with little comment or direction.
3. They required students to collaborate on designing experiments or methods of inquiry.
4. Student teams conducted experiments or gathered “data” (like going to the internet and finding out what disease killed a lot of folks in the 1800’s as I mention earlier)
5. If time allowed, they would re-evaluate questions based on new data and re-experiment or collect new data based on a revised question.

6. Then the students presented findings as an oral presentation, a poster presentation or an evaluative write-up.

After the teachers covered all of the subjects that he/she is used to learning, students were actually told what groups to go to at the end of the day. When they went to groups, other adults joined and each group was doing something different. The group he/she attended seemed to be reviewing math skills that may have been presented earlier in the week or month. The kids used different materials than what we used earlier to re-learn these skills. He/she saw out of the corner of my eye that other groups were working out of different readers, and others were working on the computers. It seemed like the school was giving everyone some additional help or additional push in areas where the kids did not do as well even though the school day was not over. At his/her school, kids only got that kind of help on Saturdays or after school.

School let out after what seemed like a really fast day. But instead of all the kids in his/her class going home, many students stayed and participated in after school activities. The visitor went home to complete his/her application for MSA-7 right away.

1.7 Sample Schedules
Typical bell schedule, regular class schedule of grades K to 5, and grades 6 to 8 for MSA-7 are shown in Table 4, Table 5, and Table 6, respectively, below.

**Table 4- Regular Bell Schedule Grades K-5**

**K-3 schedules (self contained classrooms)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Elementary School K-3</strong></td>
<td></td>
</tr>
<tr>
<td>7:15-7:45</td>
<td>Breakfast/Tutoring</td>
</tr>
<tr>
<td>8:00 – 9:25</td>
<td>Lang Arts</td>
</tr>
<tr>
<td>9:25 – 9:40</td>
<td>Recess/ Snack</td>
</tr>
<tr>
<td>9:40 – 10:05</td>
<td>Lang Arts cont’d/ELD</td>
</tr>
<tr>
<td>10:05-11:00</td>
<td>Math</td>
</tr>
<tr>
<td>11:00 – 11:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:25 – 11:45</td>
<td>Recess</td>
</tr>
<tr>
<td>11:49 – 12:05</td>
<td>Sustained Silent Reading</td>
</tr>
<tr>
<td>12:09 – 1:15</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>1:15 – 1:45</td>
<td>PE</td>
</tr>
<tr>
<td>1:49 – 2:35</td>
<td>Specials</td>
</tr>
<tr>
<td>2:35 – 2:50</td>
<td>Dismissal in Playground</td>
</tr>
<tr>
<td>2:50-3:30</td>
<td>After School Activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upper Elementary School Gr 4 (Team Teaching)</strong></td>
<td></td>
</tr>
<tr>
<td>7:15-7:45</td>
<td>Breakfast/Tutoring</td>
</tr>
<tr>
<td>8:00 – 9:25</td>
<td>1st Block Language Arts</td>
</tr>
<tr>
<td>9:25 – 9:40</td>
<td>Recess/ Snack</td>
</tr>
<tr>
<td>9:40 – 11:05</td>
<td>2nd Block Math</td>
</tr>
<tr>
<td>11:00 – 11:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:25 – 11:45</td>
<td>Recess</td>
</tr>
<tr>
<td>11:49 – 12:05</td>
<td>Sustained Silent Reading</td>
</tr>
<tr>
<td>12:09 – 12:55</td>
<td>3rd Period Science</td>
</tr>
<tr>
<td>12:59 – 1:45</td>
<td>4th Period History</td>
</tr>
<tr>
<td>1:49 – 2:35</td>
<td>5th Period Specials – PE, computer science, and art/mus.</td>
</tr>
<tr>
<td>2:35 – 2:50</td>
<td>Dismissal in Playground</td>
</tr>
<tr>
<td>2:50-3:30</td>
<td>After School Activities</td>
</tr>
</tbody>
</table>
**Upper Elementary School grade 5 Team Teaching**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15-7:45</td>
<td>Breakfast/Tutoring</td>
</tr>
<tr>
<td>8:00 – 9:25</td>
<td>1st Block</td>
</tr>
<tr>
<td>9:25 – 9:40</td>
<td>Recess/Snack</td>
</tr>
<tr>
<td>9:40 – 11:05</td>
<td>2nd Block</td>
</tr>
<tr>
<td>11:00 – 11:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:25 – 11:45</td>
<td>Recess</td>
</tr>
<tr>
<td>11:49 – 12:05</td>
<td>Sustained Silent Reading</td>
</tr>
<tr>
<td>12:09 – 12:55</td>
<td>3rd Period</td>
</tr>
<tr>
<td>12:59 – 1:45</td>
<td>4th Period</td>
</tr>
<tr>
<td>1:49 – 2:35</td>
<td>5th Period</td>
</tr>
<tr>
<td>2:35 – 2:50</td>
<td>Dismissal in Playground</td>
</tr>
<tr>
<td>2:50-3:30</td>
<td>After School Activities</td>
</tr>
</tbody>
</table>

**Sustained Silent Reading**

**Specials - PE, computer science, and art/music.**

Table 5 - Regular Bell Schedule Grade for 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>8:00 AM</td>
<td>8:46 AM</td>
<td>8:00 AM</td>
<td>8:46 AM</td>
<td>8:00 AM</td>
</tr>
<tr>
<td>8:50 AM</td>
<td>9:36 AM</td>
<td>8:50 AM</td>
<td>9:36 AM</td>
<td>8:50 AM</td>
</tr>
<tr>
<td>9:40 AM</td>
<td>9:55 AM</td>
<td>9:40 AM</td>
<td>9:55 AM</td>
<td>9:40 AM</td>
</tr>
<tr>
<td>9:59 AM</td>
<td>10:45 AM</td>
<td>9:59 AM</td>
<td>10:45 AM</td>
<td>9:59 AM</td>
</tr>
<tr>
<td>10:49 AM</td>
<td>11:35 AM</td>
<td>10:49 AM</td>
<td>11:35 AM</td>
<td>10:49 AM</td>
</tr>
<tr>
<td>12:29 PM</td>
<td>1:15 PM</td>
<td>12:29 PM</td>
<td>1:15 PM</td>
<td>12:29 PM</td>
</tr>
<tr>
<td>1:19 PM</td>
<td>2:05 PM</td>
<td>1:19 PM</td>
<td>2:05 PM</td>
<td>1:19 PM</td>
</tr>
<tr>
<td>2:09 AM</td>
<td>2:55 PM</td>
<td>2:09 AM</td>
<td>2:55 PM</td>
<td>2:09 AM</td>
</tr>
</tbody>
</table>

Table 6 - Regular Class Schedule for Grade 6-8
1.8 Instructional Design for Target Population

Since the prospective student population of MSA-7 will likely represent the demographics of the Van Nuys area as explained in section 1.2, the instructional design of MSA-7 addresses the needs of the low-income and socio-economically disadvantaged students of the area.

Every student has a potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Socio-economically disadvantaged students (those with parents that do not have high school diploma or those that are eligible for free and reduced lunch programs, see 1.19 as well) are prone to fail because of lack of vision, or they do not have necessary assistance and guidance required of their families. The instructional design at MSA-7 is prepared so that the socio-economically disadvantaged students have role models around them, motivation and focus on lessons and self-confidence with the discovery of their potential.

Free tutoring tailors to specific learning styles and needs, makes students able to progress at their own pace, gives the opportunity to companion with a positive adult role model and promotes emotional support that they will not be able to get at home. The tutoring of upper-grade students will also motivate students on learning.

Technology Integrated Education© (TIE), a distinctive feature at Magnolia Educational & Research Foundation, beyond just using technology in teaching, enables today’s computer-friendly youngsters acquire computing and research skills that they will need for success in
higher education and life while using computer based core class related projects for their technology integration classes.

Character education classes in middle school and college and career counseling in high school will enable socio-economically disadvantaged students to have a vision and be more specific on their goals to be successful at school and during their life. Silent Sustained Reading (SSR) hours enable these students to unlock a lifetime of reading habits, to have fluency and vocabulary in expressing their ideas, and positive effect on their behavior.

MSA-7 will quickly identify the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implement an early intervention program. While continuous free tutoring, additional resources given by teachers and available at the library, and after school programs enhance the academic progress of the students; home visits, sleepovers, motivational guest speaker programs, parent meetings, university and college visits, and field trips are planned to shape the educational vision of the student and the family.

Structure of the K-5 program

The K-5 elementary program will be structured into two parts: Primary level of elementary (K-3) defined as Lower Elementary School and Elementary Grades (4-5) defined as Upper Elementary School. In the Lower Elementary School there will be a self contained teacher, teacher aid and separate specialized teachers for PE, computer science and art/music. In upper elementary school there will be two core subject teachers to specialize in language arts/history and math/science respectively who team teach. In addition to these core class teachers, there will be different teachers to specialize in PE, computer science, and art/music. Department and grade level meetings of the lower elementary school and upper elementary school will be separate. Resource specialist program (RSP) teachers and special services teachers such as speech therapist, occupational therapist etc. will be employed for special education services. “Renaissance learning accelerated program” will be utilized for the English language learners for intervention. Please see section 1.9 for further details.

The instructional program will combine the following instructional strategies with inquiry based learning for a balanced approach to instruction.

Direct Instruction  
Discussion groups  
Literature circles  
Field trips  
Collaborative learning groups  
Scholarly circles, debates, and reflections  
Writers workshops  
Journaling and writing across the curriculum (math, science, etc.)
Rubric-based self evaluation, group evaluation, and class evaluation
Project-based learning
Whole class instruction
Flexible scheduling
Flexible grouping
Guest speakers
Independent projects
Individual instruction
On-going assessment
Student demonstration
Technology
Differentiated curriculum

In addition to the information provided above, it is important to note that significant research has been conducted about the benefits of and inquiry based science program for special populations. It seems particularly important that inquiry-oriented teaching may be especially valuable for many underserved and underrepresented populations. In one study, language-minority students were found to acquire scientific ways of thinking, talking, and writing through inquiry-oriented teaching (Rosebery et al., 1990). Inquiry-oriented science teaching was shown to promote development of classification skills and oral communication skills among bilingual third graders (Rodriguez & Bethel, 1983). Active explorations in science have been advocated for teaching deaf students (Chira, 1990).

As is all too often the case, students who struggle with the English language or who have had few role models for education often shy away from asking questions and engaging in a traditional classroom. Inquiry based learning helps engage all learners. In the model of inquiry-based learning students use exploration, reflection and questioning techniques, shared ideas and engaged in Magnoliagie with one another and not just a teacher. The role of the teacher during the process is to act as a guide who challenges the students to think beyond their current processes by asking divergent questions.

As noted by the North Central Regional Education Laboratory, “Students identified as being at risk of educational failure often receive a watered-down curriculum that emphasizes the acquisition of basic academic skills. All students--especially those at risk--need to be engaged in interesting and challenging learning that goes beyond basic proficiencies.” Additionally, “Title I legislation dictates that all
students should receive an education that develops their skills in problem solving and advanced thinking. Yet according to Means and Knapp (1991), the dominant approaches to teaching at-risk students provide "little or nothing to foster the growth of reasoning, problem solving, and independent thinking" (p. 4).

Teachers in an inquiry based model address these issues facing the low income and minority students.

The inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more student centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something fascinates students and reflects their interests and goals.

Assessment is focused on determining the progress of skills development in addition to content understanding. Inquiry learning is concerned with in-school success, but it is equally concerned with preparation for life-long learning.

To help students who are low performing or at risk teachers developing inquiry based lessons make sure that they are developed around:

- Hands on projects, with simple materials
- Pairs or small groups
- Questioning checkpoints for longer activities
- Well structured handout with lots of place for students to write their answers
- Lots of questions asking students to describe what they see and explain it in their own words
• Answering questions with questions (point out things that don’t make sense, try to identify misconceptions, ask whether each observation fits their theory)

• Flexibility, allowing students to investigate things they are interested in, even if it strays from the worksheets or topic

• Lots of time

According to the Center for Inquiry, inquiry-based learning provides other advantages for ALL students as well:

• An inquiry-based learning approach is flexible and works well for projects that range from the extensive to the bounded, from the research-oriented to the creative, from the laboratory to the Internet. It is essential, however, that you plan ahead so you can guide kids to suitable learning opportunities.

• You’ll find that many kids who have trouble in school because they do not respond well to lectures and memorization will blossom in an inquiry-based learning setting, awakening their confidence, interest, and self-esteem.

• The traditional approach tends to be very vertical: the class studies science for awhile, for example, then language arts, then math, then geography. In contrast, the inquiry-based approach is at its best when working on interdisciplinary projects that reinforce multiple skills or knowledge areas in different facets of the same project. You’ll also find that although the traditional approach is sharply weighted toward the cognitive domain of growth, inquiry-based learning projects positively reinforce skills in all three domains—physical, emotional, and cognitive.

• Inquiry-based learning is particularly well-suited to collaborative learning environments and team projects. You can create activities in which the entire class works on a single question as a group (just be sure that the whole group truly cares about the question) or in teams working on the same or different questions. Of course, inquiry-based learning also works well when you’ve decided to let each student develop an individual project; when doing so, however, be sure to incorporate some elements of collaboration or sharing.

• An inquiry-based approach can work with any age group. Even though older students will be able to pursue much more sophisticated questioning and research
projects, build a spirit of inquiry into activities wherever you can, even with the youngest, in an age-appropriate manner.

- The inquiry-based approach acknowledges that children, especially children from minority and disadvantaged communities, have what researcher Luis Moll calls "funds of knowledge." An inquiry-based approach validates the experience and knowledge that all kids bring to the learning process.

1.8.1 Identifying Socio-economically Disadvantaged and Low-achieving Students

Registration records, home visits and parent surveys will be used to identify the socio-economically disadvantaged students. In addition, MSA-7 will administer Computer Adapted Tests specifically Measures of Academic Progress (MAP) testing to determine the achievement level of the students.

Please see Element 3, section “3.2. Computer Adapted Tests”, for more information on Computer Adapted Tests and MAP testing.

1.8.2 Early Intervention

We believe that early intervention is a must. Waiting for the end of the academic year, and intervening based on the end-of-year course grades (usually through summer schools) is not effective. During the academic year, all students are together, and many times students are inspired by and learn from each other (for example, low-achieving students from their high-achieving peers).

First step is to invite parents to meet the teachers of the students to discuss possible intervention methods, and how parents will participate in their child’s education. The main goal here is to give an orientation to parents so that they learn how they can participate in their child’s education. Parent-teacher meeting will be followed by home visits, and follow-up meetings on campus.

The students who require early intervention will be placed in obligatory free tutoring and after-school programs, even in the first month of classes.

MSA-7 will have a small class size. This will certainly enhance each teacher's ability to give individual attention to students. This is critical for socio-economically disadvantaged and low-achieving students. Teachers can very effectively monitor the progress of the students in a classroom with no more than 25 students.
Please see distinguished features (Element 1, section 1.9.5 "Home Visits") for more information on home visits and their utilization on low-achieving and socio-economically disadvantaged students’ success.

*Early intervention for students who struggle will be a primary focus of the elementary program as well. In addition to tutoring, the elementary program will provide structured intervention in both language arts and math through a three tiered approach.*

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

*Students who need additional time beyond the regular classroom instruction and who have failed to meet standard based on formative and diagnostic assessments will be provided Tier 2 interventions. Tier 2 interventions focus on specific skill sets on which a group of students, or one student, needs additional support. Typically, supplemental materials are used for short periods of time for Tier 2 interventions.*

*A small percentage of students will require additional support beyond the Tier 2 intervention and will be eligible for Tier 3 interventions which are generally more intensive and longer term and will occur after and before school.*

*The Dedicated Time Intervention Model that is written in to the schedule for the MSA-7 program is a flexible intervention that can be used with a variety of curriculums and varying schedules. The principal idea in Dedicated Time is that a school intentionally builds consistent math intervention time into the entire school schedule.*

*Various implementations are possible with the Dedicated Time Intervention Model. A few implementation ideas may include:*
• 45 minute intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)

• 45 Minute Intervention/Enrichment computer tutorials where the teacher can tutor selected students

• All specialists, special ed, volunteers support during intervention time

• Divide students up by need and send to different teaching team members for support during the intervention blocks

While the MSA-7 staff are still researching appropriate intervention curriculum which will be provided to the LAUSD staff by July 15 2010, if the charter amendments are approved, the school is seriously considering the following intervention programs to be used in both the Dedicated Time as well as outside the regular classroom.

Math Intervention
MathSteps is an intervention program for students in kindergarten through middle school.
The program was developed following 10 years of research involving roughly 90,000 elementary school students, 35,000 junior high school students, and 3,400 teachers in Flint, Michigan. It is produced by Houghton Mifflin and is similar to the Soar to Success reading intervention by the same company.
The materials in this program were designed to supplement the existing textbook program in schools, and to fit into the multiple instruction organizations with minimal in-service teacher training.

OBJECTIVES
The objectives of the Program are to provide teachers with the materials to correctly assess and identify a student’s grade-level competence in computation skills in order to then prescribe effective and appropriate materials to correct specific weaknesses as they occurred. Students rely on a validated program that has the overall effect of helping them achieve grade-level proficiency in all computational skills areas.
The key elements of the Program are:
• **Skills Inventories** tests containing problems representative of each grade level that enable the teacher to reliably and accurately determine what a student knows and what the student should be working to improve.

• **Sequential Skills Outlines** based on the items in the Skills Inventories to provide each teacher with a complete over-view of the non-graded, sequential order of development of computational skills correlated with specific grade levels.

• **Correlation Guides** to correlate the pages and/or chapters of textbooks and work texts with each skill in the Sequential Skills Outline, and to provide cross-referencing of all material in use to meet individual student needs.

• **Skills and Practice sheets and Review tests** to teach, review, and reteach skills, and measure retention or the need for further practice.

In order to provide a reliable, streamlined test instrument for Grades 3-6 that enable teachers to arrange groups for instruction and identify the need for further diagnostic testing, Math Steps uses an Early Elementary Computation Test and Arithmetic Computation Test. These Computation Tests provide the school with statistical information necessary to analyze the effectiveness of our elementary program.

**Reading Intervention**

FastForWord: Small group as well as tutoring instruction may utilize FastForWord as an intervention tool. The FastForWord program is a reading intervention program designed for K-12 students by clinical specialists worldwide whose students are reading below grade level. The FastForWord program develops brain processing efficiency through intensive, adaptive exercises. The FastForWord program develops and strengthens memory, attention, processing rate, and sequencing - the cognitive skills essential for learning and reading success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader. FastForWord teaches several speech and language skills, and it is being continuously expanded to include phonics, morphology, syntax, and grammar. Because FastForWord games constantly adapt to a student's current level of
competence, student can learn basic language processing skills while simultaneously improving their higher-level skills. It does this through language games that slow down and magnify the different sounds in normal speech, allowing students to more easily process them. The games become progressively harder as students move through them, with students needing to demonstrate proficiency at each level before moving on. The hardest games test students’ reading comprehension.

1.8.3 Field Trips and Guest Speakers for Motivation

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

Visiting a research laboratory (for example, Jet Propulsion Lab), a university campus (Cal State Long Beach, Caltech, USC, UCLA, and UCI), having them meet scientists during these field trips or through guest speakers on campus will motivate the students. Especially when some of these guest speakers or people they meet during field trips share the same culture with students, students will have found new role models.

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

1.8.4 Free Tutoring and After-school Programs

All tutoring programs in MSA-7 will be free and be a part of the education program for all students. These programs will be more beneficial to low-achieving and socio-economically disadvantaged students than others.
Please also see Element 1, section 1.16 "Low-achieving Students" for more information about this programs utilization on low-achieving and socio-economically disadvantaged students’ success.

1.9 Distinctive Features of Magnolia Science Academy-Van Nuys

MSA-7 has several features that distinguish it from other schools in the target area. The development team believes that these features are central to the school’s mission and vision.

1.9.1 Technology Integrated Education (TIE)

Use of multimedia devices 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 Educational & Research Foundation schools (Magnolia Science Academy-San Fernando Valley and Momentum Middle School), which integrates Math, Science, Social Science and Language Arts classes with technology education in a fun and comprehensive way.

The Magnolia Educational & Research Foundation development team believes, and the experience in Magnolia Science Academy-San Fernando Valley and Momentum Middle School confirms, that young people are motivated and energized by computers. As a result of the hands-on learning that occurs, Technology Integrated Education (TIE) is an instructional model that engages students of all backgrounds, particularly those who historically have not felt a connection to school. Moreover, given the experience in Magnolia Science Academy-San Fernando Valley and Momentum Middle School, the development team recognizes the link between students’ use of computers and their confidence levels. Unlike with traditional classroom assignments and exams, students feel they can work with and master computers.

Technology Integrated Education (TIE) aims to teach basic knowledge of computers and teach skills while integrating computers with core classes such as math and social studies. Students gain an understanding of how computers operate and learn basic skills to

---

20 C. Dede, “Emerging influences of information technology on school curriculum,” Journal of Curriculum
24 Source: http://www.usc.edu/dept/education/cegov/cs_prj_prj_mag.html
25 Liu, Min; Hsieh, Peggy (Pei-Hsuan); Cho, Yoonjung; Schallert, Diane, “Middle School Students’ Self-Efficacy, Attitudes, and Achievement in a Computer-Enhanced Problem-Based Learning Environment” Journal of Interactive Learning Research, v17 n3 p 225-242 Jul 2006
successfully use programs such as Microsoft Word, Excel and PowerPoint. Furthermore, they learn how to design websites and effectively use the Internet. Through the development of computer skills ranging from typing skills to using the Internet, they are able to take advantage of technology available for them today.

At a minimum, students will spend 5 hours a week in front of a computer at school. As illustrated in Table 7, computers are integrated into core classes. For example, once a week, the Math, Language Arts, Science, and Social Science teachers each spend one hour in the computer lab with their students. During this time, core teachers use the computer as a tool to increase the process of learning content standards. Each student will be provided his/her account and domain, keeping the privacy of each individual intact. NetOp (www.netop.com) school 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 D: Technology Integrated Education”.
## Table 4 - 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></td>
<td>Writing percents as decimals and</td>
<td>Writing percents as decimals and</td>
<td>Different forms of percent</td>
<td>Different forms of percent</td>
<td>Technology integration*</td>
</tr>
<tr>
<td></td>
<td>fractions</td>
<td>fractions</td>
<td>representations.</td>
<td>representations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Internet Research: Make an online</td>
<td>* Internet Research: Make an online</td>
<td>* Internet Research: Make an online</td>
<td>* Internet Research: Make an online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>research to find out how Californians</td>
<td>research to find out how Californians</td>
<td>research to find out how Californians</td>
<td>research to find out how Californians</td>
<td></td>
</tr>
<tr>
<td></td>
<td>commute to work.</td>
<td>commute to work.</td>
<td>commute to work.</td>
<td>commute to work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>showing types of transportation with</td>
<td>showing types of transportation with</td>
<td>showing types of transportation with</td>
<td>showing types of transportation with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>percents using a simple</td>
<td>percents using a simple</td>
<td>percents using a simple</td>
<td>percents using a simple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>graphics software like Paint.</td>
<td>graphics software like Paint.</td>
<td>graphics software like Paint.</td>
<td>graphics software like Paint.</td>
<td></td>
</tr>
<tr>
<td>Plate Tectonics from Earth Science.</td>
<td>SCIENCE</td>
<td>SCIENCE</td>
<td>SCIENCE</td>
<td>SC/TECH.</td>
<td>SCIENCE</td>
</tr>
<tr>
<td></td>
<td>Continental drift</td>
<td>Continental drift</td>
<td>Seafloor spreading</td>
<td>Technology integration*</td>
<td>Seafloor spreading</td>
</tr>
<tr>
<td></td>
<td>* Internet Research: Research 10</td>
<td>* Internet Research: Research 10</td>
<td>* Internet Research: Research 10</td>
<td>* Internet Research: Research 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recent major earthquakes</td>
<td>recent major earthquakes</td>
<td>recent major earthquakes</td>
<td>recent major earthquakes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application: Make a bar graph using</td>
<td>Application: Make a bar graph using</td>
<td>Application: Make a bar graph using</td>
<td>Application: Make a bar graph using</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a Spreadsheet software which plots</td>
<td>a Spreadsheet software which plots</td>
<td>a Spreadsheet software which plots</td>
<td>a Spreadsheet software which plots</td>
<td></td>
</tr>
<tr>
<td></td>
<td>each earthquake's Richter magnitude.</td>
<td>each earthquake's Richter magnitude.</td>
<td>each earthquake's Richter magnitude.</td>
<td>each earthquake's Richter magnitude.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make table to show the relation</td>
<td>Make table to show the relation</td>
<td>Make table to show the relation</td>
<td>Make table to show the relation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>between the earthquake magnitude and</td>
<td>between the earthquake magnitude and</td>
<td>between the earthquake magnitude and</td>
<td>between the earthquake magnitude and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>overall damage.</td>
<td>overall damage.</td>
<td>overall damage.</td>
<td>overall damage.</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></td>
<td>Charts and graphs in Excel:</td>
<td>Formatting in MS Word: Using text</td>
<td>PowerPoint:</td>
<td>PowerPoint:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presenting data using pic charts,</td>
<td>effects, Changing layout and</td>
<td>Custom animations, adding</td>
<td>Custom animations, adding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adding data labels and legend keys,</td>
<td>wrapping style of pictures.</td>
<td>effects to objects, Action settings</td>
<td>effects to objects, Action settings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Different types of pic charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of people.</td>
<td>First-hand Third-Person narration</td>
<td>Technology Integration*</td>
<td>Before you read the autobiography</td>
<td>Reading: Storm by Gary Paulsen</td>
<td>Reading: Storm by Gary Paulsen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Internet Research: Search about</td>
<td>* Internet Research: Search about</td>
<td>* Internet Research: Search about</td>
<td>* Internet Research: Search about</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find two or three major events that</td>
<td>Find two or three major events that</td>
<td>Find two or three major events that</td>
<td>Find two or three major events that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>happened in his life. Find his photo.</td>
<td>happened in his life. Find his photo.</td>
<td>happened in his life. Find his photo.</td>
<td>happened in his life. Find his photo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application: Type and format a single-page</td>
<td>Application: Type and format a single-page</td>
<td>Application: Type and format a single-page</td>
<td>Application: Type and format a single-page</td>
<td></td>
</tr>
<tr>
<td></td>
<td>biography of Paulsen using a Word</td>
<td>biography of Paulsen using a Word</td>
<td>biography of Paulsen using a Word</td>
<td>biography of Paulsen using a Word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>processor software. Insert the photo</td>
<td>processor software. Insert the photo</td>
<td>processor software. Insert the photo</td>
<td>processor software. Insert the photo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>that you found.</td>
<td>that you found.</td>
<td>that you found.</td>
<td>that you found.</td>
<td></td>
</tr>
<tr>
<td>Ancient Egypt from Early Middle Eastern and North</td>
<td>SOC./TECH.</td>
<td>SOC. STD.</td>
<td>SOC./TECH.</td>
<td>SOC. STD.</td>
<td>SOC./TECH.</td>
</tr>
<tr>
<td>African Civilizations.</td>
<td>Technology Integration*</td>
<td>The Gift of the Nile</td>
<td>Technology Integration*</td>
<td>The Gift of the Nile</td>
<td>The Gift of the Nile</td>
</tr>
<tr>
<td></td>
<td>* Internet Research: Make an online</td>
<td>* Internet Research: Make an online</td>
<td>* Internet Research: Make an online</td>
<td>* Internet Research: Make an online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>search to find information and pictures for one of</td>
<td>search to find information and pictures for one of</td>
<td>search to find information and pictures for one of</td>
<td>search to find information and pictures for one of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>following subjects: Papyrus, Pyramids,</td>
<td>following subjects: Papyrus, Pyramids,</td>
<td>following subjects: Papyrus, Pyramids,</td>
<td>following subjects: Papyrus, Pyramids,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application: Prepare a slide show</td>
<td>Application: Prepare a slide show</td>
<td>Application: Prepare a slide show</td>
<td>Application: Prepare a slide show</td>
<td></td>
</tr>
<tr>
<td></td>
<td>presentation of 3 slides to present</td>
<td>presentation of 3 slides to present</td>
<td>presentation of 3 slides to present</td>
<td>presentation of 3 slides to present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>your subject.</td>
<td>your subject.</td>
<td>your subject.</td>
<td>your subject.</td>
<td></td>
</tr>
</tbody>
</table>

**Math, Science, Social Science and Language Arts:** The relevant class teacher handles each section. Students complete the assignment given by the core class teacher. The class curriculum enables students to develop their computer skills by practicing what is set forth in the computers section, as stated above. The assignments not only require students to practice their computer skills, but also facilitate the integration of computers into their core classes, assisting in the proficiency of computer usage.
1.9.2 Technology at School Site

Every teacher will have access to dedicated computers at their own classrooms to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access is available in our Magnolia Science Academy and Momentum Middle School sites and will be available in Magnolia Science Academy-Van Nuys. Furthermore, the school will utilize computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the MagnoXP\textsuperscript{26} school information system.

Students at MSA-7 will develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-7 encourages parents’ active use of school’s technology resources by offering free tutorial sessions on how to track student’s performance using Magnolia Science Academy-7’s web-based extensive reporting and provide computer access to all parents.

All of our classrooms will have at least one computer with internet access, projector, television, DVD player for instructional purposes. MSA-7 will also use math, science, language, social studies video libraries from educational websites\textsuperscript{27} to promote students’ interest in technology and science education with state-of-the-art equipment.

The school development team is aware of the fact that, given its target population, a high percentage of students will have either limited or no access to any computer outside the school. Magnolia Science Academy-7’s computer science curriculum is designed for students with limited computer experience. Students requiring extra time with a computer will have the opportunity to visit the computer lab after school.

1.9.3 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-7 will collaborate 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:

\textsuperscript{26} Source : http://www.magnoxp.com
\textsuperscript{27} Such as http://www.unitedstreaming.com
• **Science Day**

Science Day is Magnolia Science Academy-7’s first step to promote science fair projects among students and to arouse interest in scientific research. The purposes of the science day are:

  o To motivate and encourage students towards science fair projects
  o To get parents and the general public involved in appreciation of student work
  o To improve students’ presentation skills

During Science Day students present a short scientific demonstration, conduct a survey or inform the public on a scientific fact or ongoing research. Science Day is held in the second half of the academic year in order to get students interested in science related projects.

• **Science Fair Projects**

Science fair projects will be an essential part of Magnolia Science Academy-7’s educational program. The Science Framework for California Public Schools (2003) sets forth Guiding Principles (Pg.9-13)\(^{28}\) which support Science Fair Research Projects:

  o Effective science programs use multiple instructional strategies and provide students with multiple opportunities to master the content standards.

  o 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 kids with the chance to develop both independence (the ability to work effectively alone) and interdependence (the ability to work with others), camp experience can also build self-confidence and a sense of pride and accomplishment (through completing tasks, challenges and projects). Better yet, the opportunity to make new emotional and personal discoveries on a daily basis also helps kids generate a sense of self-control and, just as important, a sense of possibility.

Magnolia Science Academy-1 has been organizing the summer camps since its start and we believe it made significant contributions to the success of this school. MSA-7 will organize science and math summer camps for its students. Summer camps will include academics as well as fun activities.

1.9.4 Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates and a better chance of continuing with their education after graduation. Magnolia Science Academy-7’s development team believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-7 will work with parents to make them aware of the importance of their involvement in their children’s education through some combination of the following activities:

- Individualized parent counseling. Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students’ academic achievements.
- A time commitment of 10 hours per year from each student’s parents. Parents will spend this time helping with lunch distribution, tutoring or field trips.
- Parent appreciation dinners where parents who extensively interacted with the school will be given award certificates.
- Monthly potluck dinners for teambuilding and presentation of latest school news.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

1.9.5 Home Visits

Schooling in the 21st century must be different than in recent decades. Teachers must see their work as educating the whole student, rather than as merely delivering facts. To educate effectively, teachers must reach out to students' families in ways not traditionally imagined and help bridge the ever-widening gap between home and school, so that students realize they are known, cared about, and expected to achieve. Research has shown that one of the keys to successful teaching and schooling is creating personal connections
with students inside and outside of school\textsuperscript{29,30,31}. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Magnolia Educational & Research Foundation made “Home Visits” as one of the important features of it’s education program for not only improve student and school performance, but also identify and early intervene low-achieving students.

MSA-7 teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

These visits also benefit the parents since they will gain a better idea about the school's educational policy. Through these meetings, closer cooperation between home and school can be achieved. Therefore, MSA-7 teachers will each be assigned to a group of students. They will be responsible for following up with parents regarding their involvement with their students’ academic progress. They will arrange one visit to each student's home and two extra meetings at school during the school year to discuss their students’ academic achievements. We believe that the parent-student-teacher triad will narrow the achievement gap between at-risk students and those who succeed by the current standard of assessments.

\textbf{1.9.6 Student-Teacher Status Portal}

MSA-7 will use MagnoXP, an online web portal currently being used at Magnolia Educational & Research Foundation. The use of the school website enables parents, students and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

1.9.7 Small Class Size

MSA-7 will be a small school starting with K to 6 grades totaling 250 students in the 2010-2011. In Magnolia Science Academy-Van Nuys, the number of students per class will not exceed 25 in order to guarantee close communication between the teacher and students. The low student-teacher ratio gives every teacher the opportunity to devote extra time to each student. This also makes it possible for children to learn at their own pace and receive the individual attention that is crucial for their positive development. Studies performed by Harvard University researchers show that smaller classes produce substantial improvement in early learning, and that the effect of small class size on the achievement of minority children is about double that observed for other children in the first four years of an experimental program in Tennessee.

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

In addition to increasing student achievement, smaller classes:

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

1.9.8 Advanced and Programs

- Math and Science Olympiad Program (MSOP)

---

MSOP is Magnolia Educational & Research Foundation’ program for its highly gifted students. Students prepare for the International Olympiads in which a group of 4 or 6 students represent each country. The International Olympiads are the most prestigious and most difficult competitions in which high school students can participate.

The MSA-7 students will be prepared for the following competitions:

- International Mathematics Olympiad
- International Olympiad in Informatics
- International Physics Olympiad
- International Biology Olympiad
- Intel Science Talent Search
- California State Science Fair

*Please see Appendix E for more information about the MSOP program.*

### 1.9.10 Silent Sustained Reading

"Research has shown that reading ability is positively correlated with the extent to which students read recreationally," according to the "Reading and Writing Habits of Students" section of The Condition of Education 1997, published by the National Center for Education Statistics\(^3\).

Sustained silent reading (SSR)\(^3\)\(^4\)\(^,\)\(^5\) is a group reading activity where learners have a period of uninterrupted silent reading. All MSA-7 students, teachers and administrators read for 15 minutes (3rd period) everyday. Students read a chapter-based book during the SSR from the Language Department’s approved reading list. They can either bring their own books or borrow a book from the classroom library to read during the SSR periods. Once the student has read the entire book, they may get in contact with their English or Spanish teacher (during lunch or after school, by appointment only) and take a quiz to assess their comprehension level. If the student passes the quiz with a 70% or above proficiency, they will receive an award determined by the school administration.

---

\(^3\) Source: http://www.education-world.com


\(^5\) 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
1.9.11 Character Education Program

The purpose of the Character Education program is to encourage students to take responsibility for their actions, to familiarize them with good character traits, to introduce them to role models, and to help develop good citizens with high moral values.

The United States Congress, recognizing the importance of this concept, authorized the Partnerships in Character Education Program in 1994. The No Child Left Behind Act of 2001 renews and re-emphasizes this tradition, and substantially expands support for it. The family is the most important place for character and moral education, but the public schools are partners with the family. We share, as public school educators, the responsibility to reinforce the shaping of moral behavior that families are trying to encourage.

The Character Education course offered at MSA-7 will be two hours per week in each grade of middle school. The objective of the Character Education Class is to encourage students to take responsibility for their actions, to familiarize them with good character traits, to introduce them to role models, and to help develop good citizens with high moral values. During the year, we will put into practice a well-structured character education plan through the Character Education Class, announcements, quotes displayed on the board, special events and activities, and curriculum integration.

Parents will be regularly informed about the topic of the week to ensure that they also be involved in our effort to inspire positive principles of conduct in our future leaders. Each month, a character trait (i.e., honesty, responsibility, respect, and integrity) will be announced. Some other traits will also be included for student participation throughout the entire year, in order for students to be frequently reminded of these values and be given the opportunity to make connections between various concepts.

The curriculum for the Character Education Program at MSA-7 is built by using three widely-used and approved resource guides: Wise Skills, Character Counts, Project Wisdom.

1.10 Curriculum

The Magnolia Educational & Research Foundation believes that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a technologically oriented, global environment. It also believes that a significant step toward helping students achieve their maximum potential involves providing an integrated

36 Wales, Andrew, “Promoting Character Education” School Arts: The Art Education Magazine for Teachers, v103 n10 p28 Sep 2004
curriculum that focuses on crossing traditional disciplinary boundaries. Therefore, the curriculum at MSA-7 stresses cross-disciplinary themes at every opportunity. Additionally, MSA-7 has a science and math oriented curriculum. The curriculum concentrates on a hands-on approach to science while providing a solid education in humanities and social science.

Our curriculum immerses students in the scientific method and encourages them to use computers and the Internet, to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students become self-reliant, independent problem-solvers. In keeping with the math, science and technology emphasis at MSA-7, advanced courses are available in these subjects.

At the core of the integrated curriculum is the perception that writing serves as an important vehicle for learning in all subject areas. Thus, at MSA-6, students in all classes write frequently about what they have learned and what it means, thereby reinforcing learning and enhancing understanding. Another significant feature of the MSA-7 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-7 approach to education.

1.10.1 Textbooks, Instructional Materials and Activities

The core instructional textbooks that will be used at MSA-7 are approved by California State Board of Education and also have been used by LAUSD for elementary school level. Instruction, practice and assessments are aligned with the California Standards and Framework. In addition to the core instructional textbooks, MSA-7 will use enrichment materials provided by Research Corps. These materials are designed to meet both the National Standards and California Standards and Framework. Please see Appendix C for more information.

INSTRUCTIONAL MATERIALS FOR K-5
ELA/ELD:
Core text:
SRA/Open Court Reading, K-5
ELD Program- SRA Imagine It
Enrichment:
Research Corps, Thematic Unit Materials (see Appendix C: MSA Elementary Curriculum)
Intervention:
Saxon Reading
Renaissance Learning Accelerated Reader Program

MATH
Saxon Publishers, Saxon Math K-3
Saxon Publishers, Saxon Math 54, 65, and 87 (Grades: 4-6)
Alternative Materials
Enrichment:
Research Corps, Thematic Unit Materials (see Appendix C: MSA Elementary Curriculum)
Heinemann, The Young Mathematicians at Work Series
Intervention:
Saxon Math
Renaissance Learning Accelerated Math Program

SCIENCE
Core Text: Harcourt Brace School Publishers, California Science (K-5)
Enrichment:
Research Corps, Thematic Unit Materials (see Appendix C: MSA Elementary Curriculum) that include the following program materials:

SOCIAL SCIENCE
Core text: Harcourt Brace School Publishers, Reflections Series
Supporting text:

Enrichment:
Research Corps, Thematic Unit Materials (see Appendix C: MSA Elementary Curriculum)
The Chicago Review Press’ Kids Guide Series for American and World History
New York Public Library Amazing… Series

Textbooks are specified in Appendix C for the current Magnolia Educational & Research Foundation and for the Magnolia Science Academy-Van Nuys. For additional instructional materials and activities, Magnolia Educational & Research Foundation Central Office will form a committee from the teachers of Magnolia Educational & Research Foundation Schools for each subject area to evaluate and suggest appropriate modifications on core and additional textbooks and materials. This committee will evaluate current textbooks and propose changes to the board annually, if needed. All Magnolia Educational & Research Foundation Schools will use the same textbooks and instructional materials.

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

A Kaiser Foundation Study\(^\text{37}\) (March, 2005) found students spent increasing amounts of time using “new” media without reducing the amount of time spent using “old” media (television, radio, print, and music) at a combined average use of nearly nine hours per day, with less than fifty minutes of homework completed each day. The MSA-7 curriculum design integrates the use of new and old media, and allows students an opportunity to develop their use of new media in a content-rich environment emphasizing critical thinking skills and exploration, while developing and using basic communication skills. Homework will reflect the same objectives of expanding basic skills using a media-rich environment in assignments. Studies show that this type of curriculum will enhance attention to detail for time spent on homework\(^\text{38}\). Students in the humanities will spend a significant amount of time using art and cultural resources available on the Internet. Each curriculum area lists resources that will be used for enrichment.

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

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

The Arts will be an important part of the curriculum. Specialized art, music and technology courses will be offered for students at both the middle and high school levels. Study of the arts will be enhanced by the integration of the arts into content area units and activities


\(^{38}\) Source: http://www.kff.org
such as: The Physics of Sound and Music, The Art of Fractals and Snowflakes, Design Elements in Art (analysis of Marc Chagall’s work in Technology courses), Design on the Frontier (simulated quilt construction in the eighth grade American History course), Japanese Papermaking and Kite Design (World History and Cultures), and streamline and deco design, as used in automobile styling, and film robots described in science fiction literature (as part of the technology and robotics lab). Students will not be “cultural tourists” but instead will be immersed in culture and diversity through daily discussion, projects and guest speaker presentation.

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

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

Language Arts will be literature-based with fluency practice in reading and writing. Students in grades 6-8 will have exposure to foreign language but are expected to receive credit for it within their program when they enter high school. During the charter term MSA-7 may consider implementing an elementary foreign language program. If so, MSA-7 will consult with the district regarding a material revision.

40 Source: http://mindstorms.lego.com/

Doc# 173839 60
silent reading has been linked to increased reading achievement\textsuperscript{41,42,43} The curriculum incorporates a period of sustained silent reading as part of the daily curriculum. Conventions of writing will be emphasized in daily written homework and lab assignments.

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

\textbf{1.10.2 Education for Future Success}

MSA-7 focuses on core knowledge and essential skills so that children may achieve the mastery upon which further learning will build. The core MSA-7 grade-level outcomes meet or exceed California State Content Standards.

In the course of their studies, students at the school 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-7 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.

\textbf{1.10.3 Excellence and Equity in Education}

Interest in rigorous early education crosses all demographic boundaries. MSA-7 seeks a diverse student body and offers those students both excellence and equity in education. The school’s strong academic program reduces achievement gaps by eliminating one cause—insufficient mastery of basic knowledge and skills required for further academic

\textsuperscript{41} P.F. McKane, B.A. Greene, "The Use of Theory-Based Computer-Assisted Instruction in Correctional Centers To Enhance the Reading Skills of Reading-Disadvantaged Adults," Journal of Educational Computing Research, v15 n4 p331-44 1996


achievement. MSA-7 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-7 is responsible for meeting the educational needs of all its students, but asks that parents/guardians support the school’s mission by ensuring home study sessions and homework completion. Homework is a requirement of classes and affects grades. Home study sessions complement regular instruction and do not affect grades. Beyond its core program, MSA-7 is dedicated to challenging and stimulating every child. By meeting its objectives, MSA-7 will provide children with a positive educational and social experience in a structured, challenging, yet nurturing environment. MSA-7 creates a community in which students, teachers, and parents are jointly aware of and committed to the mission and goals of the school.

1.10.4 Middle School Curriculum

In the middle school, including grades 6 through 8, students will be required to take core courses in Mathematics, Science, English-Language Arts and History-Social Science. In addition, students will be required to take courses such as Computers and Technology, Technology Integration to Core Courses, Physical Education and Health, Visual and Performing Arts, and Foreign Languages in order to accomplish the goals set forth by the school. Silent Sustained Reading and Character Education classes will also be a part of the program.

Please see:

- Appendix C for more information about “Curriculum and Course Descriptions”
- Appendix D for more information about “Technology Integrated Education”
- Appendix E for more information about “Math, Science Olympiad Program”

1.11 Grade-Level Enrollment
MSA-7 will start with 250 students in 10-11 school years. It will add 75 students in its first year. Parents will be informed of this situation upon enrolling their children at MSA-7.

Table 5 - The intended grade-level enrollment of MSA-7 for the *remainder of the charter term*.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13 (end of charter term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>325</td>
<td>400</td>
</tr>
<tr>
<td># of K-5 teachers</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**1.12 School Calendar of Magnolia Science Academy-Van Nuys**

MSA-7 will announce its annual calendar before the beginning of each instructional year. For 2010-2011 academic year, MSA-7 will adapt the same calendar that LAUSD uses for single-track schools approved by the LAUSD Board of Education and published on the LAUSD website.\(^{44}\)

**1.12.1 Annual Instructional Days and Minutes**

The school will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school. The school calendar will have 180 days of instruction with 369 minutes on Monday through Thursday and 319 minutes on Fridays for middle school students, not including the lunch times and after school activities. *Elementary school students will have 180 days of instruction with 319 minutes on Monday through Thursday and 265 minutes on Fridays.* Therefore, MSA-7 will have at minimum 63,194 instructional minutes for middle school students and *54740 instructional minutes for elementary school students* during the school year.

---

\(^{44}\) Source: [http://www.lausd.k12.ca.us/district_calendars.html](http://www.lausd.k12.ca.us/district_calendars.html)
1.12.2 Key Dates for 2010-2011 Academic Year

(LAUSD 2010-2011 Academic calendar will be adopted as soon as it is published)

- 9/6/2010 Labor Day
- 9/7/2010 Pupil Free Day
- 9/8/2010 First Day of Instruction
- 9/28/2010 Unassigned Day
- 11/11/2010 Veterans Day
- 12/20/2010 thru 1/7/2011 Winter Recess
- 01/19/2011 Dr. Martin L. King, Jr’s Birthday Observed
- 2/15/2011 President’s Day
- 5/31/2011 Memorial Day Observed
- 6/23/2011 Last Day of Instruction
- 6/24/2011 Pupil Free Day

1.12.3 Planned 2010-2011 School Calendar

(LAUSD 2010-2011 Academic calendar will be adopted as soon as it is published)
1.13 Professional Development

The development team for MSA-7 recognizes that even the best and most well prepared teachers can benefit from opportunities for professional growth and enrichment. Sections 1114(b)(1)(C), (D) and (E) of the No Child Left Behind (NCLB) Law requires schools to employ highly qualified teachers. Because teachers are important role models for the students, MSA-7 will emphasize among the teaching staff the value of ongoing continuous professional development, persistent innovation, intellectual curiosity, and tolerance so that these values and attitudes will be conveyed to students through example.

As a cornerstone for all Magnolia schools, staff professional development is developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as encouraging the students to achieve through high expectations and by providing the best educational services possible, Magnolia Foundation looks similarly at building this same culture of achievement, support, and quality for our teachers.

The principal sets the tone and develops the conditions under which staff members become the keepers of the school’s culture and values. As a result, staff
development supports the school’s mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning with staff orientation before the start of the school year, the principal and members of Magnolia’s administrative team ensure that teachers fully understand and support Magnolia’s mission, goals, and basic values, emphasizing a rigorous, standards-based instructional program through and inquiry based model. This orientation involves specific activities designed to align the staff and foster teamwork and the building of a professional learning community.

Professional development topics for MSA-7 include:

I. General School wide Topics
   Creating Positive School Culture
   Diversity & Cultural Values
   Legal Issues for teachers
   Art of Involving/collaborating with parents
   School wide activities and forms (Policies & Procedures)
   Schedules, Responsibilities & Duties of Staff (Employee HB review)
   School wide committees (Discipline, School Site Committee, ELAC, School Accountability Committee)
   School wide meetings (Department meetings, Grade level meetings, General staff meetings, Wrap up meetings)
   Student/Parent HB review
   School Safety Plan
   CPR
   CoolISIS school information System

II. Academic Topics
   Classroom Management
   Preparing Annual Curriculum map (CA state standards review) and weekly lesson plans
   Special Education and 504 plans Accommodation and Modification
   ELL
   Academic programs (AMSP, SSR, Intervention, TIE)
   After School Programs and Tutoring
   Assessment & Data Driven Instruction

After the evaluation of student test results including State tests and Measures of Academic Progress (MAP) tests, the areas of needs for professional development will be determined by the participation of school administration and teachers at the end of each semester. Magnolia Educational & Research Foundation officers will then contact with the area universities, consult with education professionals and/or organizations as well as its own employees, parents, and sub-committees to identify qualified professional development service providers, organizations and/or individuals to train its teachers. Magnolia
Educational & Research Foundation will conduct qualification and evaluations of the services contracted, and purchased.

Magnolia Educational & Research Foundation Schools collaborate with local universities 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 by Magnolia Educational & Research Foundation officers to conduct professional development activities at Magnolia Educational & Research Foundation Schools.

A month-long teacher workshop will be held in August for all Magnolia Educational & Research Foundation school teachers at one of the school sites. The topics of the training include but are not limited to the following:

- CPR Training
- Curriculum and State Requirement Alignment Needs
- Curriculum Development
- Scheduling
- Lesson Plans
- School Policies

The staff will have weekly staff development meetings on Fridays lead by the school principal or an administrator. They will discuss daily school operations and build further improvement plans. Experiences of the teachers will be shared and the upcoming school projects will be organized.

As noted on the schedule. Each Friday is an early dismissal for MSA_7 students. The time in the afternoon is reserved for teacher collaboration, operational planning for all staff and professional development.

All teachers must attend monthly professional development sessions, which are essential to raise student achievement by grade level and/or subject matter. These formal sessions will be guided by content-area specialists and will center on writing, research and critical thinking skills in creation of cross-curricular student assignments. The topics of the session will include but not be limited to the following:

- Special Education and 504 Plan Meetings, Accommodation and Modification
• State Standards
• Classroom Management
• Standard Tests
• Low Achieving Students
• Working with Gifted and Talented Students
• After School Program Planning
• Diversity and Cultural Values
• School Safety and Security
• Technology Use in Classroom
• Hands-on Activities and Motivation of Students
• Integrated Curriculum
• Technology Integration
• ESL strategies and techniques
• Local culture
• Involving parents in the educational process

When the school year is over, a one-week in service training will be held. The topics will include but not be limited to the following:

• Classroom and School Inventories
• Revision of School Curriculum
• New School Year Planning
• New Textbook and Instructional Materials Revision

• Using assessment data to inform instruction and developing educational programs

• Student goal setting

• Developing integrated curriculum projects

• Teaching writing strategies and comprehension

• ELD
• Project-based learning
• Inquiry learning

When the school year is over, a one-week in service training will be held. The topics will include but not be limited to the following:

• Classroom and School Inventories
• Revision of School Curriculum
• New School Year Planning
• New Textbook and Instructional Materials Revision

Teachers will also be requested to suggest additional topics for professional development based on their needs throughout the year.

Teachers are encouraged to read professional journals, attend webinars, and join professional teaching organizations like the National Science Teachers Association (NSTA).

Professional development in how to analyze data and the instructional implications is a vital component of addressing the needs of low-achieving students. Teacher leaders, administrators, and coaches attend trainings together and create an action plan of how to focus site-level professional development to support teachers in meeting the needs of students. The additional teacher professional development and collaboration time allows teachers the opportunity to analyze data, delve into the curriculum, and study the components of the curriculum that address the needs of low achieving students, learn from one another, and plan collaboratively to improve the instruction delivered in the classroom. Some examples include:

• Analyzing student data into specific groups such as non-decoder, low non-fluent, and mid-non-fluent and developing plans to accelerate their learning;
• Scaffolding instruction for students so all can have access to the core curriculum;
• Collaboratively cognitively planning lessons to maximize the engagement of all students, particularly intensive need students; and
• Engaging in text analysis and planning lessons to improve comprehension

1.13.1 Ongoing Professional Development Program for Special Education

Dr. Merril Simon, a Magnolia Science Academy-San Fernando Valley parent and assistant professor of Counseling Psychology at the California State University-Northridge, voluntarily organizes professional training in Special Education for Magnolia Educational & Research Foundation Schools’ teachers. She also brings her colleagues to cover the different areas of special education. She prepares the sessions in the August training and conducts evaluation meetings throughout the year.

The professional training in special education includes:

• laws and regulations regarding IEPs
• how to handle special education students in class
• state test requirements for students with IEPs
• Individualized Education Programs (IEP) design and review meeting procedures
• rights and responsibilities of parents, students and teachers

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

1.14 Recruiting Qualified Teachers

Magnolia Educational & Research Foundation seeks the following criteria in recruiting their teachers:

• The Magnolia Educational & Research Foundation Schools’ teachers shall hold a California Commission on Teacher Credentialing certificate equivalent to what a teacher in other public schools would be required to hold in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be “highly qualified” in “core courses,” which are: English, reading or language arts, mathematics, foreign languages, civics and government, economics, arts, history, and geography.
• They will have the necessary technology skills to handle Magnolia Educational & Research Foundation’s Technology Integrated Education (TIE), the school website and communication with parents through our School Information System and e-mail.

• They will abide by our staff handbook and constitute role models for our students.

1.14.1 Hiring Process

Magnolia Educational & Research Foundation Board of Directors will set up a hiring committee in charge of interviewing teacher candidates. The hiring committee will consist of the principal, an administrator and a teacher of the relevant subject from a Dialog School. The interview process includes, but not limited to, if applicable, a sample lesson through which prospective teachers’ classroom management skills and subject competency are observed. In addition, teachers’ technology and computer skills are put to test. Magnolia Educational & Research Foundation Schools’ years of success in hiring qualified teachers has proven that this process is very effective.

1.14.2 Hiring Schedule

• The Magnolia Educational & Research Foundation will hire the Principal at least three months prior to the school’s commencement. Preferably, principal should have experience in teaching science and/or technology and in administrative duties.

• In order to recruit new teachers, the principal will start advertising on frequently visited websites such as www.edjoin.org and in local newspapers by the beginning of May. Referrals from Magnolia Educational & Research Foundation 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.

Detailed timeline and hiring related tasks for proposed Magnolia Educational & Research Foundation’s charter school, MSA-7 are listed in Element 1, section 1.22.

1.15 Students with Special Needs
1.15.1 Charter School Special Education Responsibilities

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-7 will execute a Memorandum of Understanding ("MOU") by and between LAUSD and MSA-7 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of 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”).

Modified Consent Decree Requirements

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board 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 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 once it is developed.

### 1.16 Low Achieving Students

A distinguishing feature of the MSA-7 program is that early intervention will be provided as needed. This intervention is designed specifically to support the academic progress of low-achieving students. The support is multifaceted, as described below. Please also see “Element 1: Education Program” section “1.8 Student Intervention”.

**MSA-7 will identify low achieving students in multiple ways. Students who are performing below basic and far below basic on the STAR tests or more than two grade levels below in math or language arts on the MAP assessments will be supported through the methods outlined above in the intervention section. For grades K-5 STAR results will be reviewed and Saxon placement test will be administered before school starts. At the lower ES level test will be given one-on-one with the help of a teacher and at the upper ES level, test will be paper-based. The Saxon placement test is a proven method for identifying skill levels. In addition to this test, Magnolia Schools administer a computer-based test, MAP testing, two/three times a year with the first one at the beginning of the year. The Renaissance learning accelerated program’s computer based periodical diagnostic test is another identification tool that will be utilized by MSA-7. Beyond all these**
tests, teachers’ personal observations and assessments shared at grade level meetings will be a part of the identification process.

1.16.1 After-School Program

MSA-7 will build an educational environment that involves both in-class and after-class individual attention. After-class individual attention will occur as part of our free after-school tutoring program. A customized program will be offered to students depending on their academic achievement level (Figure 2).

![Diagram of After-school programs]

Figure 1 - After school programs

Students with a D or F grade in core subjects are classified as low achievers. These students will attend obligatory after school programs concentrating on the subjects in which they are weak. Until they improve to a satisfactory level in core subjects, these students will not be able to join the recreational clubs, which are also a part of after-school programs. Besides the recreational clubs, there will be tutoring groups on advanced math and science available for high achieving students. Tutoring programs for high achieving students will also help these students to prepare for statewide and nationwide academic competitions. The number of students in each tutoring group will not exceed seven. Volunteers from local universities will also help with tutoring programs under the guidance of teachers.
Low-achieving students will be identified through teacher recommendation based on in-class performance and quarterly progress reports. An improvement plan will be prepared with the involvement of 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.

To narrow the achievement gap for the low-achieving students, catch-up strategies such as free tutoring and homework clubs will be implemented during after-school program. Individual attention from teachers will be the first step for the low-achieving students’ need. Parental support supervised by teachers will help the student maintain his/her motivation for academic work. Mandatory free after-school tutoring program tailored towards each student’s needs by the school staff will provide the opportunity for those students left behind to master the content standards for the relevant subject.

Improvement in academic success for these students will be monitored on a regular basis by in-class assessment. Parents will be notified during this process through meetings and online grading. Students will adhere to their prescribed individualized program until they meet the grade level expectations.

1.16.2 Tutoring Program

All students will receive free tutoring from the faculty and from volunteers from area universities. Tutoring will be available as part of the MSA-7 after-school program and will be adjusted to fit individual student needs to maximize each student’s potential. Thus, some students may require tutoring one afternoon a week, whereas others may require daily tutoring. Because tutoring does not occur during the regular class time, it is not considered as part of the instruction requirement and will not be used to support the apportionment claim.

The free tutoring program also will benefit students who are not classified as low achievers. Tutors will be available to students performing at or above grade level upon request. These free tutoring sessions generally will occur after school, but some may be scheduled on the weekends, depending on student and parent preferences.

In the classroom, MSA-7 will encourage teachers to increase their level of attention to each student individually. Twice a semester, teachers will fill out a student progress report form and discuss student progress with other teachers, parents, and tutors. They will also provide a brief summary of their methodology and supplementary efforts, such as after-school
tutoring and meetings with parents, that they are using to help students reach their maximum potential. In some classes, whenever appropriate, tutors will help individual groups (or individual students) to increase the degree of individual attention. Labs can be good examples in this context. While students are doing experiments in groups of two, tutors and the teacher will deal with each group as needed.

1.17 High Achieving Students

Students who are performing advanced in the STAR tests, and above grade level on the MAP assessments will be supported through advanced projects and motivational curriculum during regularly planned intervention periods including:

- Spending time in small groups reading and discussing challenging novels;
- Participating in Junior Great Books (The Great Books Foundation, 1992) and Omnibus (Rogers, 1989) with parent volunteers;
- Working with Challenge Math (Haag, Kaufman, Martin, & Rising, 1986), which requires manipulating math concepts and using different number base systems;
- “Enrichment” clusters which are a way to provide students with a variety of dynamic and challenging learning experiences.
- Enrichment clusters can be organized around special topics, content, themes, skills, interests and questions of students. They may be grade specific, or they can include students across one or more grade levels. Enrichment clusters will be scheduled on a weekly, bi-weekly or daily basis.

MSA-7 will offer a broad range of academic learning opportunities to high-achieving, gifted, and talented students. Our students will be engaged in advanced projects and activities in the areas of Math, Science, Technology, Social Studies and Language Arts. These projects and activities may be supported by the school staff, volunteer college and graduate students, and parents. The funding for these endeavors will be provided partially by the school and through grants, donations and fundraising. These students will participate in regional and nationwide contests such as:

- Math and Science Related
- American Mathematics Competitions
- Crazy for Math Contest
- International Mathematical Olympiad
- MathCounts
- Math League
- Math Olympiads
- Online Math Madness
- Science
- 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 (USACO)

- **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-achievers will also learn computer programming skills and be able to perform scientific experiments. Besides recreational after school clubs, there will be tutoring groups on advanced math and science available for high achieving students.

**1.18 English Language Learners**

All students will be expected to attain proficiency in English-Language Arts; however, because of the linguistic diversity in California, not all students will acquire English language skills and knowledge at the same rate. There are 1.4 million English learners in California. More than 40 percent of students in California speak a language other than English, and about 25 percent of students in California are not yet fluent in English. These students enter school with language abilities very different from monolingual English-speaking students, and based on the demographics of the Van Nuys Middle and Van Nuys Senior High, MSA-7 expects at least 20% of its students to be classified as “English Learners.”

MSA-7 will meet all requirements of Federal law as it pertains to providing equal educational opportunities for English language learners.
The MSA-7 registration forms will 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), Measures of Academic Progress (MAP) tests, teacher observation, and parent input.

When the assessment results indicate that a student could benefit from additional academic and linguistic support, MSA-7 will provide qualified bilingual instructors, tutors, part-time specialists, and/or trained volunteers on as needed basis according to ELL population.

MSA-7 chooses to use 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-7 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 at the web site45. The MSA-7 ELL 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.

During the implementation of this program, English Language 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

45 Source: http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf
Teachers will need to adopt how they teach to accommodate the needs of their students who are English Language Learners. It is important to prepare lessons in advance to make suitable accommodations, and to be aware of how much ELL students actually understand. Teachers will employ the following strategies to help their students, and also adjust the class structure and assignments.

**Strategies**

- 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.”

- **implement SDAIE strategies**

- 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 language 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 Structure**
Classes are structured to help students who are English language learners.

- Have students work in teams. English language learners can then be active participants instead of simply observers.
- Pair the English language learner with a student who is a native English speaker and of the same age.
- Pair a student who is an English language learner with a student “buddy” in another grade.

**Designing Assessments**

English language learners should not be assessed in the same way or with the same testing materials as mainstream students. Suitable assignments may need to be created for these students.

- Testing accommodations include the following:
  - Provide a version of the test with simplified language
  - Choose key or main ideas for assessment
  - Simplify directions
  - Read test questions aloud
  - Supply word banks for tests
  - Provide matching activities
  - Extend the time to complete the tests
  - Use peer interpreters
  - Allow the student to respond orally rather than in written form

**Monitoring Student Progress**

MSA- Van Nuys teachers and administrators will monitor the progress of ELL student quarterly and using the following measurement tools and timeframes.

- 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

Dean of Academics will have quarterly meetings with teachers and discuss the level of ELD level of ELL students and determine the necessary modifications in teaching strategies and the readiness for reclassification.

In addition to methods outlined above, the elementary school program promotes that an ELD instruction should include high levels of oral engagement with multiple opportunities to practice. The MSA_7 ELL program will emphasize high levels of student oral participation ensuring all students have ample opportunity to practice both new vocabulary and language structures in an academic context. Grouping students by level of proficiency enhances the effectiveness of the program, maximizing students’ development of critical language skills and linking language structures and skills to all core subjects.

According to a recent study conducted by Olga Maia Amaral and Leslie Garrison San Diego State University, an integration of science and language learning (Fathman, Quinn, & Kessler, 1992) is viewed as one way to enhance overall skills of ELs. The following are possible additional reasons why inquiry-based science benefits ELs:

1. Time to build context: Through the process of exploration, students have opportunities to discuss and learn about the context for content learning. Kit-based instruction places materials directly in the hands of students and teachers guide discussions about the things they can see, touch, etc., and explore their background knowledge of the topic first. It is a much more concrete exercise than when a student merely reads about it, so there is a greater context provided for the lesson.

2. Builds common experiences: Students all share in these experiences equally. Because observation and exploration are used, there are more opportunities for
students to learn from each other, and there is a reduction in the reliance of traditional text for learning. In more traditional science instructional settings, this reliance on text often results in reduced achievement for ELs who are still coping with learning academic language.

3. Builds thinking skills: ELs can access both languages more often in this setting. In more traditional text-driven classrooms, they are more likely to be restricted to the use of English. By accessing both languages, often as they work with peers, they do not have to expend so much energy on language and can place a greater focus on the concepts or ideas being explored and learned.

4. Cooperative learning (Rosebury, Warren, & Conant, 1992): As students work in pairs or small groups, they use a greater level of language because discussion is encouraged. This helps to develop their expressive skills and builds their vocabulary. Of benefit also is the interaction with peers as activities are conducted. That is, students may feel a greater level of comfort as they have peers walk them through a procedure during a hands-on activity rather than having a teacher guiding every aspect of a lesson. Students often hesitate to stop and ask questions of a teacher during a lesson but mostly feel free to ask questions more often of their peers. Peers can also at times serve to translate from one language to another, making the learning process a team effort, thereby not placing a single student in the “hot seat” of having to know the “right” answer or not or being able to explain their thinking in English.

5. Comfort level: In this environment, students are more apt to feel comfortable when they do not know the answer to a question or a problem. First, they learn that through the process of exploration, their ideas are as valuable as anyone else’s because ideas tend to be viewed as hypotheses. Secondly, there is not always one right answer but possible multiple answers.

6. Creating positive attitudes toward learning: Students are encouraged to learn by “figuring it out” with some prompting and guidance from the teacher. When a student realizes that s/he has had some success in discovering something, there is an attitude developed where the student believes that there is no reason why the next thing cannot be figured out as well. One step into success leads to the
next, creating a positive attitude and leaving students wanting to do and learn more.

Reclassification of MSA-7 elementary students

- **Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:**

- **Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT**

- **Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery**

- **Parental opinion and consultation, achieved through notice to the parent(s) or guardian(s) of the language reclassification and placement including a description of the reclassification process and the parents’/guardians’ opportunity to participate, and encouragement of the participation of the parent(s) or guardian(s) in the reclassification procedure including seeking their opinion and consultation during the reclassification process**

- **Comparison of the pupil’s performance on the CST in ELA and classroom assignments**

1.19 Socio-economically Disadvantaged Students

California Department of Education defines socio-economically disadvantaged student as a student whose parents both have not received a high school diploma. This means that the parents would likely not be able to provide sufficient help with topics taught in class or homework assigned to the student. To address this, free tutoring of all core classes will be provided to the student after school.

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

The school site committee (described in Element 4) will decide on the eligibility of the students.

1.20 Grading, Promotion, and Graduation

At Magnolia Science Academy-Van Nuys, individual teachers will establish the grading policies and procedures for their classes. They may choose to use a standard scale (e.g., 93-100: A, 90-92: A-, etc.), or a bell curve grading approach.

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, and F 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. To earn credit, the final grade for a class must be at least 1.00 (D).

For MSA-7, K-5 grades each component or standard in all content areas should receive both rubric number and letter grades for their Grade Level Performance:

**Academic Grades**

1 = Far Below Basic  
2 = Below Basic  
3 = Basic  
4 = Proficient  
5= Advanced  
A= Excellent (92-100%)  
B= Above Average (83-91%)  
C= Satisfactory (74-82%)  
D= Below Average (65-73%)  
F= Unsatisfactory (Below 65%)
**ELD Grades**
1 = Beginning  
2 = Early Intermediate  
3 = Intermediate  
4 = Early Advanced  
5 = Advanced

**K-5 Related Arts, Citizenship & Work/ Study Skills Key:**

S = Satisfactory, does consistently  
N= Needs time, help and practice to improve  
U= Unsatisfactory, more effort needed

1.20.1 Matriculation Requirements

The criteria for promotion are minimum scores on the reading, language arts, and mathematics sections of the augmented CST examination or teacher grades combined with school designed tests. Teacher grades are a mark of “C” or better in 8th grade English or an English Language Development class and in 8th grade mathematics. Teacher marks are combined with a passing mark on school designed tests administered during the spring semester to determine whether an 8th grade student will be promoted to the 9th grade.

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

*The following is the MSA-7 schools’ policy regarding the retention of pupils in grades K–5:*

*This policy establishes the procedure to identify students who will be recommended for retention in their current grade based on their proficiency in core subjects:*

(Grades 3–5) Students who fail to achieve the minimal level of proficiency (BASIC) in accordance with SBE Section 60648 on MAP tests and/or CST (California Standards Test) in Mathematics or Reading and Language Arts;
(or)

(Grades K–2) Any student who is not at benchmark based on (1) reading benchmark assessments or (2) math benchmark assessments or (3) report card grades;

(or)

(Grades K-5) Any student who is more than one year behind grade level in mathematics or reading and language arts as determined by the MAP assessments.

Kindergarten students will be retained only if the teacher and parent are in agreement that retention is the best intervention to ensure student success.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student’s teacher for retention in their current grade unless the student’s teacher determines in writing that retention is not the appropriate intervention for the student’s academic deficiencies. The teacher’s recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MSA-7, the following steps will be taken prior to a student’s being retained:

1. A letter shall be sent to the student’s parent(s) or guardian(s) by May 1st of each school year informing them that their child is at risk of retention.
2. The teacher’s evaluation shall be provided to and discussed with the student’s parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
3. The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally
inform the student’s parent(s) or guardian(s) of the principal’s decision regarding the retention.

4. The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer of MSA-7 Schools. If the decision of the Chief Academic Officer is not in agreement with the parent(s)/guardian(s), the latter have the right to appeal directly to the Magnolia Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MSA-7 is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Report Cards

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents in the communication loop about student performance and ensure that data collection is regular and consistent. Report cards indicate student achievement toward state standards, compile narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

MSA-7 is using a standards based report card that is aligned with the California State Standards. For each academic content area, students are scored on a 1–5 scale, which mirrors the CST scores. ELD also uses the 1–5 scale, but the scores mirror the CELDT scores. Students also receive letter grades A-F. The guidelines for all content areas indicate the Proficient Level. Proficient is considered at grade level. To receive a Proficient (4), the expectation would be that the student would have mastered all the standards indicated in the guidelines for that marking term.
Each component or standard in Language Arts and Math should receive one of the following marks for their Grade Level Performance:

Students will receive a report card three times a year. At the end of the first and second trimester, teachers will arrange a conference to discuss the report card with every parent/guardian. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MSA-7. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly and grade-level meetings occur monthly. Parents can conference with teachers on an informal basis weekly or monthly, and on a formal basis three times per year, to discuss students’ progress reports and proficiency levels. Back to School Nights and Open House also take place each year.

1.20.2 Intervention

Students failing to meet these matriculation requirements will be referred to after-school and other programs designed to assist them in meeting requirements and proficiency standards. While some students also have the opportunity to meet these requirements during summer school and intercession, we believe in early intervention, which is described in 1.8 rigorously.

1.21 Accreditation

MSA-7 plans to seek, obtain, and maintain accreditation from Western Association of Schools and Colleges (WASC). Magnolia Educational & Research Foundation Schools’ accreditation procedure includes the following:

- School principals will contact the WASC no later than the second year of the school and schedule the initial visit.
- School principals will complete the necessary modifications mentioned in the initial visit report and prepare for the self-study.
• Self-study will be completed no later than a year after the initial visit by the participation of all school staff under the supervision of the school board.

• The final visit will be scheduled no later than three years after the initial visit.

• MSA-7 will conduct school planning with a view to meeting the WASC standards outlined in five categories: Organization, Standards-Based Student Learning: Curriculum, Standards-Based Student Learning: Instruction, Standards-Based Student Learning: Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth.

• In the interim before the school is accredited by WASC, MSA-7 will inform parents and students through recruitment meetings, marketing materials, orientation sessions, and/or the student handbook that the courses taken at MSA-7 may be at risk of not transferring to another institution.

• After the official accreditation is obtained, parents will be informed through similar methods that students’ course credits are transferable to neighboring public schools.

1.22 Implementation Plan

Magnolia Educational & Research Foundation has already successfully replicated its educational program and philosophy in San Diego with Momentum Middle School. The following steps are taken for successful replication:

1. **Proven Educational Program:** Same educational program will be implemented.

2. **Joint professional training programs:** A month-long teacher workshop will be held in August for all Magnolia Educational & Research Foundation school teachers in one of the school sites.

3. **Starter teachers:** As was done in San Diego, some existing teachers at Magnolia Educational & Research Foundation Schools will transfer to the new schools to implement the Magnolia Educational & Research Foundation Schools’ educational program at their new locations.

4. **Policy and document transfer:** All policies and documents will be made available to the new school staff.

5. **Magnolia Educational & Research Foundation’s bi-weekly meetings:** School principals and Magnolia Educational & Research Foundation officers will hold bi-weekly meetings to oversee the entire replication process.
All elements of Magnolia Science Academy-7’s educational program will start in the first year. Detailed implementation plan is shown in Table-9. Plan was drawn assuming that the charter school petition for amendment of MSA-7 would be approved in May 2010. Facility search, setting up financial and administrative systems and controls, student recruitment, and identifying possible financial support sources tasks will be started concurrently after the petition amendment approval. Other tasks were completed before the first day of the school in August 2010.

1.23 Conclusion

MSA-7 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-7 will implement a longitudinal study to track students after they graduate (see Element 4, “Methods to Assess Student Progress towards Meeting Outcomes”), which will allow us to evaluate our success. MSA-7 has the potential to offer a stimulating and challenging educational experience to students in the target area.

Table 6 Magnolia Science Academy–7 Implementation Plan
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-7 as a whole. Upon approval of the charter, benchmark skills and specific classroom-level skills will be developed.

To better serve the students and the community, MSA-7 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-7 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).

The MSA-7 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. The MSA-7 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

The MSA-7 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 state content and performance standards in all subject areas of the grade levels served\(^\text{46}\).

In Science, **at least 65% of students will:**

- **Meet grade level state standards**
  - 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.
  - Work on a team and 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.

---

\(^{46}\) Source: [http://www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp)
- 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, **at least 65% of students will:**

- **Meet grade level state standards**
  - 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, **at least 65% of students will:**

- **Meet grade level state standards**
• 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, **at least 65% of students will:**

• **Meet grade level state standards**

  • 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, at least 65% of 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 grades 6-8 only

- 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, at least 65% of 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, at least 65% of 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 in the following: Daily work and project assessment, weekly assessment of individual progress, Standardized Competency Examinations, California State and district testing.

2.2 Middle School Benchmarks

Satisfactory work and participation in the following table:

<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>• Service Learning activities</td>
</tr>
<tr>
<td>• Test Time activities</td>
<td>• Project work including Service Learning, tutoring, recycling, &amp; grade-level projects</td>
<td>• Service Learning activities</td>
<td>• Service Learning Activities</td>
</tr>
</tbody>
</table>

2.3 Lifelong Learning Skills and Interpersonal Skills

Students at MSA-7 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-7 community.

2.3.3 Goal Setting
Students will learn to set their own short-term and long-term goals in keeping with their own goals and abilities. They will:

• Make decisions and choices for the future;
• Understand MSA-7 benchmarks and goals and make appropriate goals and benchmarks for achievement;
• Create options for themselves;
• Create a positive image of self and the future;
• Understand the variables of life forces and develop the maturity and flexibility to modify goals as situations change.

2.3.4 Critical Thinking and Problem Solving
Students will learn to be effective problem solvers and will develop advanced critical-thinking skills. Students 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.

2.3.5 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-7 or teacher intervention is necessary.

2.3.6 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-7 including recycling and participating in forums to determine “green” options for use at MSA-Van Nuys;
• Obey laws and participate in a student court to maintain a safe MSA-7 community;
• Function in cross-cultural interactions at each grade level.
• Voice their opinions as a requirement of democracy. This will include active participation in voting and directed political and social action campaigns at the Magnolia Science Academy-Van Nuys;

### 2.4 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>
</tbody>
</table>

### 2.5 Graduation Requirements

#### 2.5 Academic Performance Index

MSA-7 is aware of the importance of meeting API targets. The **API score target for MSA-7 is 799 by the end of the charter term.** To reach this goal, MSA-7 will strive for continuous school-wide improvement. As discussed above, MSA-7 will adopt a standards-based curriculum, which will help bolster student performance on California Standards Tests. Moreover, MSA-7 will administer on-going standards-aligned formative assessments
to help determine if student performance is on track with student performance on state assessments.

### 2.6 School Wide Goals

MSA-7 will pursue and attain the following school wide goals:

- After its third year, at least 60% of MSA -Van Nuys students will meet or exceed State standards as measured by the California State Assessments.

- 90% of MSA -Van Nuys students will make gains in core academic skills annually as measured by state knowledge and skills tests.

- MSA-Van Nuys students will meet or exceed the achievement of LAUSD neighborhood schools on the CAT-6 and CELDT tests, in the year prior to charter renewal or in two of the last three years prior to renewal.

- Parental involvement, i.e., 90% of parents will volunteer at least ten hours over the course of the year.

- Student satisfaction, i.e., annually, 95% of students will indicate high levels of satisfaction with the school as measured by surveys. MSA-7 has the same goal for parent satisfaction and/or teacher satisfaction levels.

- MSA-7 will rank 7 or better on the similar school Academic Performance Index (API) ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.

- MSA-7 will rank 4 or better on the statewide Academic Performance Index (API) ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.

- MSA-7 will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal.

- MSA-7 will meet or exceed the percent of Annual Measurable Objectives on the AYP met by LAUSD schools in the neighborhood, in the year prior to charter renewal or in two of the last three years prior to renewal.
• MSA-7 will meet or exceed the percent of Annual Measurable Objectives on the AYP required by NCLB. MSA-7 students will outperform the sub-district schools average on STATE test.

• Students will exceed the average performance levels of students in schools with similar demographics in the District in English–Language Arts and Mathematics as measured school wide by the CST each year during the term of the charter.

• MSA-7 will reduce the percent of students school wide who are performing Below Basic and Far Below Basic on the STAR assessments by at least 15% over five years for all assessed students.

• MSA-7 will increase the number of students, school wide, who are performing at proficient or advanced level on the STAR assessment at least by 13% over five years.

• MSA-7 will demonstrate continual student improvement on the CST by insuring that 10% of all assessed students move to the next CST band (FBB to BB, BB to B, etc.).

• Student attendance will average at least 95% annually.

• 95% of parents will grade the school either an A or a B as reported on the annual parent survey.

• At least 90% of the parents will report that they agree or strongly agree that MSA-7 is a safe school environment on the annual parent survey.

<table>
<thead>
<tr>
<th>Student Outcome Goals—Academic</th>
<th>Assessment Used</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 65% of students will demonstrate proficiency in language arts and mathematics.</td>
<td>Annual California Standards Test</td>
<td>1. Students will exceed the average performance levels of students in schools with similar demographics in the District in English–</td>
</tr>
</tbody>
</table>
In general, we would like to apply certain standards to meet our goals. For this reason, expected outcomes and assessment tools are very important to watch the school’s performance closely. The school Principal, staff, and teachers will be held accountable to the Board for meeting the school outcome goals.

<table>
<thead>
<tr>
<th>Student Outcome Goals—Academic</th>
<th>Assessment Used</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Language Arts and Mathematics as measured by the CST. 2. MSA-7 will increase the number of students who are performing proficient or advanced on the STAR assessment by at least 13% over five years. 3. 10% of all assessed students who are not proficient will advance to the next CST band each year.</td>
</tr>
<tr>
<td>Maintain high student attendance rate.</td>
<td>Average Daily Attendance reports</td>
<td>The annual rate of ADA will be 95% or more.</td>
</tr>
<tr>
<td>Maintain high parental satisfaction rate.</td>
<td>MSA-7-created parent survey</td>
<td>95% of parents will grade the school either an A or a B as reported on the annual parent surveys.</td>
</tr>
<tr>
<td>Maintain a safe environment for students and parents.</td>
<td>MSA-7-created parent surveys</td>
<td>At least 90% of the parents will report that they agree or strongly agree that World is a safe school environment as reported on the annual parent surveys.</td>
</tr>
</tbody>
</table>
MSA-7 will use multiple measures to assess the students’ and school’s progress towards meeting the outcome goals described in the previous section. Assessments will be aligned to the school’s mission, exit outcomes and the curriculum. This section describes these assessment methods. Results of these assessments will be used to facilitate continuous improvement of the programs offered at the school. MSA-7 will meet all 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 that will be used to assess student progress include all state-mandated standardized tests such as the Standardized Testing and Reporting (STAR) tests. Teachers will also, with the help of published materials and computer-based test such as Measures of Academic Progress (MAP) testing, create standards-aligned formative assignments and tests 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-7 will use rubrics that list the criteria for a particular project and gradations of quality for each criterion. Typically, a rubric is displayed in a table, where the criteria are listed in the first column, and the other columns describe varying degrees of quality, from excellent to poor. 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 appealing because they are powerful tools for both teaching and assessment. Rubrics make teachers' expectations clear, show students how to meet these expectations and enable students to assess and improve their own work. Rubrics also allow teachers to accommodate heterogeneous classes. Criteria can include gradations of quality to reflect the work of both gifted students and those with learning disabilities.

Representative measurable student outcomes and assessment tools related to academic areas are listed in Table 7.
Table 7 - 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><strong>Academic Student Outcome Goals</strong></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><strong>Core Academic Skills (Science)</strong></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><strong>Core Academic Skills (Mathematics)</strong></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>• MAP Testing</td>
</tr>
<tr>
<td></td>
<td>• Communicate precisely about quantities and logical relationships.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make connections among mathematical ideas and between mathematics and other disciplines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be aware of the range of careers available in mathematics.</td>
<td></td>
</tr>
<tr>
<td><strong>Core Academic Skills (Language Arts)</strong></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></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></td>
</tr>
<tr>
<td></td>
<td>• Critical-thinking skills.</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 (History - Social Science) | • Ability to analyze, explain, and evaluate world, US and world history.  
• Ability to link events in one historical period to another.  
• Effective writing and verbal communication skills.  
• Critical-thinking skills.  
• Critical-reading skills.  
• Understanding of cause and effect.  
• Understanding the importance of belief systems. | • Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.  
• State-mandated tests aligned to standards (e.g., CST)  
• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. |
| Core Academic Skills (Computers and Technology) | • Use the Internet for research and information retrieval.  
• Use technology for data acquisition.  
• Use technology for communication.  
• Effectively use applications such as word processors and spreadsheets.  
• Write code to solve simple problems. | • School- and/or teacher-developed assignments, tests, and activities  
• Portfolios, presentations and/or exhibits of student work |
| Core Academic Skills (Visual and Performing Arts) | • 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 (Foreign Language) grades 6-8 | • Proficiency in speaking in the foreign language  
• Proficiency in reading standard texts in the foreign language  
• Proficiency in writing in the foreign language  
• Understanding of the culture and society | • Publisher-developed assignments and tests  
• School- and/or teacher-developed assignments, tests, and activities |
| 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.  
• Demonstrate responsible social behavior while participating in movement 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 (grade 7) |
Table 8- 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>
| 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, MagnoXP  
• Assignments, tests and activities in Character Education, Life Skills, and other classes.  
• 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, MagnoXP  
• Assignments, tests and activities in Character Education, Life Skills, and other classes.  
• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. |
| Goal Setting                  | • Set positive academic and non-academic goals.  
• Apply goal-setting skills to promote academic success.  
• Set post-secondary goals with action steps, timeframes, and evaluation criteria.  
• Identify the skills and credentials required for a particular profession and prepare accordingly. | • End of semester teacher evaluations on student behaviors.  
• Teachers’ comments entered into the Student Information System, MagnoXP  
• Assignments, tests and activities in Character Education, Life Skills, and other classes.  
• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. |
<table>
<thead>
<tr>
<th>Skills</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
| 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, MagnoXP  
• Assignments, tests and activities in Character Education, Life Skills, and other classes.  
• 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, MagnoXP  
• Assignments, tests and activities in Character Education, Life Skills, and other classes.  
• Portfolios, presentations and/or exhibits of student work.                                                                                                                                                                           |
| Citizenship                  | • Personal honesty and integrity.  
• Courage to express their views.  
• Love, respect and loyalty to the United States of America.  
• Understanding and tolerance towards other societies in the world.  
• Participate in multicultural and cross-cultural activities.                                                                                                                                                                                                                           | • End of semester teacher evaluations on student behaviors.  
• Teachers’ comments entered into the Student Information System, MagnoXP  
• Assignments, tests and activities in Character Education, Life Skills, and other classes.  
• Portfolios, presentations, peer competitions and/or exhibits of student work.                                                                                                                                              |
3.2 Lifelong Learning Skills

MSA-7 will develop lifelong learning skills and interpersonal skills, which were listed in Element2, section 2.3. Representative measurable student outcomes and assessment tools for Lifelong Learning Skills are listed in Table 8.

3.3 Standard Tests

MSA-7 will use state-mandated tests to monitor each student’s performance and academic growth. State-mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc) will also help teachers evaluate the students.

MSA-7 will use California’s Standardized Testing and Reporting (STAR) assessment tools including California Standards Tests (CST) produced for public schools and California Achievement Tests, Sixth Edition (CAT/6) in reading, language and mathematics, and California English Language Development Test (CELDT), MSA-7 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.

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.

3.4 Computer Adapted Tests

MSA-7 aims to have every student reach the level of state grade-level content standards. In addition to state tests, MSA-7 employs a non-profit organization, The Northwest Evaluation Association (NWEA), which offers computer-adapted tests to schools and school districts to evaluate the student learning and make necessary suggestions to teachers for individual students.

These campus-wide tests will be used to measure individual levels of student performance reflected in the California Content Frameworks and the State Standards and Benchmarks. The questions also measure various skills, such as analytic ability, critical thinking, and synthesis. While the Measures of Academic Progress (MAP) testing will not be used as a basis of yearly
promotion, it will be a valuable resource to identify students in need of remediation and intervention.

Computer-adapted tests will be administered 3 times every academic year. With a large norm reference group (more than 2 million every year), MAP reports provide highly accurate feedback as how MSA-7 students perform compared to their peers throughout the nation. The assessment adapts to the student's ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age\textsuperscript{47}.

The first MAP test of the year will be implemented in the first two weeks of the school year. NWEA provides test results within 24 hours of the test allowing the school administration and the teachers 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

Student test results are maintained for previous tests, so teachers and parents can monitor the growth of individual students over time. Students are tested in three main subject areas:

- Reading
- Language Usage
- Mathematics

3.5 Non-Academic Areas

The development team of MSA-7 recognizes that student academic achievement and growth are significantly influenced by student conduct, attendance, parental involvement, and the dropout rate. We plan to have a well-disciplined school with extensive parental involvement and our expectation is to maximize our class attendance average of 95% or higher, and we plan to keep the dropout rate at less than 5%, but no greater than the district average. Factors

\textsuperscript{47} Source: http://www.nwea.org/assessments/
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>
</table>
| Student Conduct     | • Average daily attendance rate will improve each year, reaching 97% by the end of the third year.  
                     • Tardiness rate of 10%  
                     • Referral rate of 5% | • On-line student record databases |
| Parental Involvement| • Attendance at parent/teacher conferences at 80%  
                     • Participation in Parents Club at 70%  
                     • Attendance at school events, exhibits, and programs at 70%  
                     • Participation in IEPs at 100% | • Running records |
| Professional Development | • Attendance at fall retreat at 100%  
                            • Attendance at regular development workshops at 100% for teachers (except for pre-approved absences or sick leaves) | • Running records |
| Teacher Performance | • Knowledge of subject matter  
                           • Knowledge of curriculum  
                           • Competence in methods and strategies  
                           • Professional attitude | • Evaluation of program wide test scores from various instruments  
                           • Annual evaluations that include classroom observations  
                           • Parent and student assessment  
                           • Adherence to contract |
| Financial Solvency  | • No deficit in the operating budget at the end of three years of operations | • Annual budget  
                           • Forecast budget  
                           • External audit |
3.6 Use and Reporting of Data

The results of STAR assessments, along with school-specific assessment data, will be used to evaluate progress. The school’s academic committee, 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-7 will have at least one computer on campus available for parent use.

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

The progress of ELL students will be monitored using, the CELDT, CST scores, teacher evaluations (based on teacher-designed tests and performance on class work and homework), and parent input. Students who have been redesignated as English proficient will be monitored for at least two years following their redesignation.
ELEMENT 4: GOVERNANCE STRUCTURE OF THE SCHOOL

4.1 Introduction

Magnolia Educational & Research Foundation Board of Directors is ultimately in charge of the Magnolia Science Academy-7’s operation and governance. The Magnolia Educational & Research Foundation Central Office appointed by the board is responsible for the execution on behalf of the board. A School Site Council (SSC) formed at each school is accountable to the MAGNOLIA FOUNDATION CENTRAL OFFICE for the local school operations.

Members of the MSA-7’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. MSA-7 will comply with the Brown Act. The MSA-7 Charter School will comply with The District policy related to charter schools, as it may be changed from time to time.

Any amendments to Magnolia Science Academy-7’s bylaws or the bylaws of a “parent” nonprofit corporation, Magnolia Educational & Research Foundation, that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

4.2 Magnolia Educational & Research Foundation (Board)

The Board of Directors shall consist of a minimum of three (3) and a maximum of twenty one (21) voting members. The District reserves the right to appoint a non-voting representative to the charter school board pursuant to Education Code section 47604(b).

The Board establishes broad policies to implement the Magnolia Educational & Research Foundation’s mission in Magnolia Educational & Research Foundation Schools. For instance, 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. Members of the Charter School’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.

Regarding Board member reimbursement, Board members may be reimbursed for expenses they incur on behalf of Magnolia Foundation. Those reimbursements are contingent upon submitting
reimbursement request form and receipts. Board members are not compensated due to hours spent at the board meeting or preparation to the board meeting. The Board forms and directs the MAGNOLIA FOUNDATION CENTRAL OFFICE, and evaluates the services provided for the Magnolia Educational & Research Foundation Schools. The Board also coordinates advocacy efforts for Magnolia Educational & Research Foundation constituency, which generates start-up resources for future projects such as MSA-7.

The current Board of Directors consists of dedicated individuals with a passion for public service by education and proven experience gained at Magnolia Science Academy-San Fernando Valley. Biographies of the members are presented in the supplementary material.

Each Director holds office for five (5) years and until a successor Director has been designated and qualified. The term of office for a Director elected to fill a vacancy on the board begins on the date of the Director’s election, and continues: (1) for the balance of the un-expired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of the Directors authorized. Any subsequent vacancies on the Magnolia Educational & Research Foundation Board may be filled by a majority vote of a quorum of directors. Prospective Board members will be referred by one or more existing Magnolia Educational & Research Foundation Board members.

The Board meets at least once a month. Magnolia Foundation, committees, and MSA-7 will comply with the Brown Act. The meeting notice and agenda will be posted at least 72 hours before regular meetings; special meeting notice will be delivered at least one day in advance to those who request it, and notice of emergency meetings will be posted and delivered at least 24 hours in advance of the meeting. Board meeting date, time, location and agenda will be posted on a bulletin board accessible by the public in all Magnolia Educational & Research Foundation Schools, on each Magnolia Educational & Research Foundation Schools’ web site, and on Magnolia Educational & Research Foundation’s web site to maximize the participation of the public at least two weeks before the meeting. A book of minutes of all meetings, proceedings, and actions shall be kept, at the principal executive office or such other place as the Board of Directors may direct (see attached Magnolia Educational & Research Foundation bylaws, Article 9, section 9.7.4.2 for more information about meeting minutes and books). Minutes can be requested by the public from the principal office or accessed on the Magnolia Foundation’s website. Board meetings will be held within LAUSD boundaries.
To ensure public participation in the board meetings, Magnolia Educational & Research Foundation will make the following arrangements as needed:

- Board meetings will be held at each site on a site rotation basis.
- A shuttle service will be provided for the interested public members and parents from each school site to the board meeting site.
- A video and/or phone conference call service will be procured and used during board meetings for remote participation of the interested public. Information about the call number and the remote participation procedure will be included on the fliers and information web pages of the meetings.
- All participants/speakers will have access to language translation services.

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

4.3 Magnolia Educational & Research Foundation Central Office

Magnolia Educational & Research Foundation Central Office executes the decisions and policies set by the Board and manage business operations in Magnolia Educational & Research Foundation Schools. MAGNOLIA FOUNDATION CENTRAL OFFICE will receive annual fees from the schools for central office services such as human resources, fiscal services, IT infrastructure and support, etc.. By the MAGNOLIA FOUNDATION CENTRAL OFFICE, Magnolia Educational & Research Foundation can establish its educational mission in all Magnolia Educational & Research Foundation Schools at a lower expense and reduces program and operations related burdens of the school administration. The responsibilities of MAGNOLIA FOUNDATION CENTRAL OFFICE include, but are not limited to:

- Overseeing Magnolia Educational & Research Foundation Schools’ operations to ensure compliance with the charter agreements
- Curriculum development
- Hiring school principals
- Payroll
- Purchasing
• Budgeting
• Annual audit
• Community outreach
• Public relations

4.4 The School Site Council (SSC)

The School Site Council is mainly an advisory body holding the school responsible for its operations. The SSC will be formed shortly after the school commences and will consist of:

• The school principal
• 1 Teacher representative elected by the faculty
• 1 Parent representative elected by the Parent Club
• 1 Student representative elected by the Student Council
• 1 Community representative appointed by MAGNOLIA FOUNDATION CENTRAL OFFICE

SSC provides advisory input for school site policies and for site issues unique to the school such as school improvements, parent concerns, fundraising, etc. The SSC meets quarterly. The school principal will communicate these policies to MAGNOLIA FOUNDATION CENTRAL OFFICE.

4.6 School Principal

The Principal is the senior authority at the school with the following responsibilities and duties:

• Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
• Report to and consult with MAGNOLIA FOUNDATION CENTRAL OFFICE
• 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, including accurate and timely reports of maximum attendance to requisition textbook
• Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus
• Direct and manage extracurricular and intramural programs
• Work with faculty and students to develop a student discipline management system that encourages positive student behavior and enhances the school climate
• Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook
• Conduct conferences about student and school issues with parents, students, and teachers
• Demonstrate awareness of school and community needs and initiate activities to meet those needs
• Use appropriate and effective techniques to encourage community and parent involvement
• Communicate with the chartering agency and attend necessary meetings
• Report to the chartering agency and the state when required.

4.7 Parental Involvement

Magnolia Educational & Research Foundation strongly encourages parents to participate in and share the responsibility for the educational process and educational results of Magnolia Science Academy-Van Nuys. By having a representative on the SSC, parents will be active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include:

• The SSC will encourage formation of a parent/guardian club. The Parent Club will fulfill its advising function primarily through its representatives on the SSC and Magnolia Educational & Research Foundation Advisory Board.
• Teachers will be encouraged to make at least one home visit per year to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
• Parents complete a survey each year evaluating the strengths and weakness they identify with the program at Magnolia Science Academy-Van Nuys.
• There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. It is not required, but parents will be
encouraged to contribute a minimum of 10 hours per year to the school. A parent’s inability to volunteer in no way impacts the student’s admission or enrollment.

- MSA-7 will organize parent education groups where parents will learn about how they can be involved in their child’s education and it’s importance.

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

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

- MSA-7 will hold parent appreciation dinners recognizing parent contributions to the school community.

4.8 The English Language Advisory Committee

As mandated by state law, Magnolia Educational & Research Foundation 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 language learners.

4.9 Grievance Process for Parents and Students

MSA-7 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 MSA-7 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. MSA-7 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

MSA-7 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-7 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.

**General Complaint Procedures for Parents**

- The parent/guardian makes an appointment and meets with the principal.
- If the conflict is not resolved with the principal, the parent/guardian may submit the concern in writing to the Magnolia Foundation Board of Directors. The Magnolia Foundation Board of Directors will discuss the issue and render a decision.
- MSA-7 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.

4.10 Responding to Inquiries

_MSA-7 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-7 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._

4.11 Notifications

Notification is to be made in writing to the Charter Schools Division 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 Magnolia Science Academy-7.

The records of Magnolia Science Academy-7, and the records of the Magnolia Foundation that relate in any manner to Magnolia Science Academy-7, are public records under the California Public Records Act, Government Code section 6250 et seq.
Audit and Inspection of Records

MSA-7 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- **Charter School is subject to District oversight.**

- **The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.**

- **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 Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.
**4.12 Organizational chart**

Organizational chart of the Magnolia Educational & Research Foundation and its current and proposed schools is shown in the table below.

![Organizational chart](image)

**ELEMENT 5: EMPLOYEE QUALIFICATIONS**

MSA-7 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-7 will adhere 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-7 will process background checks through LiveScan, administered by the Department of Justice. MSA-7 will adhere to school policy 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 No Child Left Behind and Credentialing

Teachers and Teacher Assistants will meet all requirements for employment as stipulated by NCLB and the California Education Code section 47605(l). The MSA-7 will conform to the legal requirements, which state that all charter school teachers shall hold a California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold in accordance with the provisions of the No Child Left Behind Act. Our teachers will be “highly qualified” in “core courses,” which are: English, reading or language arts, mathematics, foreign languages, civics and government, economics, arts, history, and geography.

Appropriate records of credentials held by MSA-7 teachers and supporting documentation will be monitored and maintained by the school administration. Credentials will be monitored annually in compliance with state and federal law.

5.3 Staff Selection and Qualifications of the School Personnel:
Magnolia Educational & Research Foundation will handle human resources including hiring and firing the principal and all teaching personnel for Magnolia Educational & Research Foundation 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
Principal will orchestrate program and service delivery to students through teaching and auxiliary staff.

Skills and Qualifications:

- B.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.

Responsibilities and Duties:
Responsibilities and duties of the principal are described in Element 4, Section 4.6.

5.3.2 Assistant Principals
Assistant Principals will assist the principal in instructional program administration and student activities and services.

Skills and Qualifications:

- Knowledge of charter operations
- Exceptional organization, communication and interpersonal skills.

Responsibilities and Duties:

Management

  Encourage the use of technology in the instructional process.
- Share supervisory duties for charter professional staff with charter principal.
  Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

**Charter Atmosphere**

- Encourage a constructive, thoughtful climate for learning.
- Promote fair treatment of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

**School Improvement**

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

**Personnel Management**

- Hold employee evaluation conferences based on records of performance evaluation.
- Administration and Fiscal/Facilities Management
- Oversee school operations in principal’s absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools.

**Student Management**

- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.
o Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.

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

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

5.3.3 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:

- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- “Highly qualified” in “core courses” as defined in the No Child Left Behind Act (NCLB)
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

Responsibilities and Duties:

**Instructional Strategies**

- Design, write and use lesson plans that conform to the charter’s curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
Design instructional activities by using data from student learning style assessments.

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

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

Produce and oversee teacher aide and volunteer assignments.

Employ technology practices to strengthen the instructional process.

**Growth and Development**

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

**Classroom Management and Organization**

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

**Communication**

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

**Professional**
o Enrich job skills through professional development activities.

**Other**

o Keep up to date on and abide by state and charter regulations and policies for classroom teachers.

o Gather, manage and file all reports, records and other documents required.

o Be active in faculty meetings and assist in staff committees as necessary.

### 5.3.6 Substitute Teachers and Tutors

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained. Similarly, a pool of day-to-day volunteer tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities in MSA-7 will be free of charge for all its students.

### 5.3.7 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-7 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. 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 Educational & Research Foundation Central Office (MAGNOLIA FOUNDATION CENTRAL OFFICE) 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.

5.4.4 Performance and Acknowledgement

Good performance will be acknowledged; staff may earn performance pay in the form of bonuses. Poor performance may result in probationary status, whereupon the employee will receive professional development and peer mentoring. Progress of probationary employees will be reviewed after 2 months and another review will be conducted after 4 months.
ELEMENT 6: PUPIL AND STAFF HEALTH AND SAFETY

MSA-7 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. MSA-7 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-7, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

The health and safety of MSA-7 staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. MSA-7 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-7 will operate as a drug, alcohol, and tobacco free workplace. The MSA-7 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

MSA-7 will be housed in facilities that have received state Fire Marshal approval, meet the LA Uniform Building Code, meet the federal American Disabilities Act (ADA) access requirement, and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met.

MSA-7 will comply with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants. 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-7 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.

If MSA-7 fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If MSA-7 moves or expands to another facility during the term of this charter, MSA-7 shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. MSA-7 shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. 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 (see Element 16).

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

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.

6.3 Immunizations and Tuberculosis Testing

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests.

6.4 Emergency Situations
MSA-7 will develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train instructional and administrative staff in basic first aid.

### 6.4.1 Fire Drills

Fire drills will be held at least once 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.

### 6.4.2 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.

6.4.3 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.

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.

6.4.4 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.

6.5 Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. MSA-7 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 Magnolia Science Academy-7’s premises, or in a product, facility, piece of equipment, process, or
business practice for which MSA-7 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-7 may issue rules and guidelines governing workplace safety and health. 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 will not be tolerated.

6.6 Child Abuse Reporting

MSA-7 will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. MSA-7 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 reported to the DCFS or law enforcement agency by the employee who suspects abuse. 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. The employee will inform the Principal of the report.

Should it be necessary to remove the child from school, MSA-7 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.

6.7 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. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

6.8 Insurance Requirements

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School 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. 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 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 above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. 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.

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 Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

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

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

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

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

The Charter School 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 and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

Additionally, the charter 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. Currently, the required reserve is 5% of total operational expenditures.

6.10 Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the MSA-7 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 attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The MSA-7 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 attorney’s 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-7 agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

6.11 Asbestos Management

The MSA-7 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: RACIAL AND ETHNIC BALANCE

7.1 No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students

The District and MSA-7 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”). The MSA-7 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-7 shall have the right to continue attending MSA-7 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to MSA-7 shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

MSA-7 will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. MSA-7 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-7
under the NCLB-PSC program increases in subsequent years, MSA-7 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

7.2 Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, MSA-7 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-7 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. MSA-7 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to 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 include, but are not the 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 schoolwide 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-7 also understands that as part of its oversight of the Charter school, Charter School Division may conduct program review of federal and state compliance issues.

7.3 Court-Ordered Integration

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the 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.

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.

The plan includes:

• An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
  
  ▪ Open enrollment will go from charter approval by the LAUSD Board until August 1, 2010.
  
  ▪ Lottery information letter will be mailed to all interested parties no later than August 1.
• **Lottery on August 15, 2010.**

Same timeline will be followed for the following years

• Outreach meetings will be held in several locations of the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.

The meetings will be held on the 2nd and 4th Wednesdays of May, June and July of every school year at or near the following locations:

1. MSA-7 school site
2. A Church or Public Library in the Van Nuys area will be arranged

• Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in LAUSD. Promotional materials will be ready by the end of May, and updated yearly.

### 7.4 Recruitment Process to Achieve Racial and Ethnic Balance

MSA-7 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 student families may be reached, including community centers, neighborhood meeting areas, and existing schools in Venice area; **These meetings will be held on first and third Wednesday of May, June, July of each school year**

• Distribute materials in English and Spanish to reach the limited English proficient populations that exist in the target area;

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

• Host an Open House and provide tours of the school;
Starting July, 2010, for the first year and then in May thereafter, monthly or biweekly public presentations (12 total) will be held at the MSA-7 school site;

All means of advertising will be used, such as electronic media, flyers, and direct mail;

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

If there is a need to enhance the diversity of the school, MSA-7 is willing to work with the LAUSD. The measurable ongoing recruitment efforts and outreach programs in which the school will engage following the first year of enrollment are:

- Open Houses (two open houses every month for the first three months and then monthly open houses until July 2010);

- Distributing flyers at preschools, playgrounds, recreation centers and/or sports clubs in our neighborhood;

- Direct mailing to the parents/guardians who have children between grades K to 5.

MSA-7 will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. MSA-7 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

MSA-7 will admit all students residing in California who wish to attend on a space-available basis as outlined in Education Code 47605 (d)(2)(A).

MSA-7 will not charge tuition and will not discriminate against any pupil on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or athletic performance. The student diversity is expected to reflect the ethnic and racial balance of the surrounding schools. MSA-7 will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age. MSA-7 will not require any pupil to attend the charter school. MSA-7 will be nonsectarian 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.

**8.1 Recruiting Low-Achieving and Socio-economically Disadvantaged Students**

MSA-7 will operate in and recruit students from the North Hills and Northridge areas. As described in “Element 7: Racial and Ethnic Balance” of this proposal, MSA-7 will organize community meetings at the regional neighborhood centers and shopping malls where the academically low-achieving students and socio-economically disadvantaged families reside and will distribute materials in English and Spanish to reach the limited English proficient populations of the area.

**8.2: Public Random Drawing/Lottery**

Should MSA-7 receive more applications from potential students than can be admitted, enrollment – except for existing students of MSA-7 – will be determined by a random public
drawing ("lottery"), using the following rules and procedures, which will be communicated to all interested parties at least thirty (30) days prior to holding the lottery:

The lottery will take place within thirty (30) days of closing the open enrollment period, which will be at least ninety (90) days long.

The lottery will take place on MSA-7’s campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near MSA-7 large enough to accommodate all interest parties.

The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.

All interested parties will be informed, prior to the holding of the lottery, of the total number of openings available at MSA-7 and the number of openings for each grade served by MSA-7.

The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described below require otherwise.

In accordance with federal non-regulatory guidance, as outlined in Appendix J of the Public Charter Schools Grant Program Request for Application, the lottery will be conducted as a single public lottery. Exemptions and preferences will be offered in the following categories in accordance with reconciliation of state and federal laws as outlined in Appendix J: Matrix of Exemptions and Preferences in the Public Random Drawing (Lottery):

- Children of Magnolia Foundation board members and full-time MSA-7 faculty will be exempted from the lottery and automatically enrolled in MSA-7.  

- Siblings of students already enrolled in MSA-7 will be exempted from the lottery and automatically enrolled in MSA-7, unless the sibling is to enroll in a grade that has all of its spaces already filled. Siblings of students who have their name drawn during the lottery (i.e. both students are applying in the same year) will be exempted from the lottery and automatically enrolled in MSA-7 unless the sibling is to enroll in a grade that has all of its spaces already filled.

---

48 During periods of funding under the Public Charter Schools Grant Program ("PCSGP"), MSA-7 will limit this preference to no more than 10% of all enrollment and will limit it to children of faculty only.
• Students residing in the Los Angeles Unified School District boundaries shall receive two chances in the lottery relative to one chance for non-district resident applicants.

8.3 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, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list.

8.45 Waiting List Notification

Students on the waiting list will be notified by 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.

ELEMENT 9: FINANCIAL AUDIT

MSA-7 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-7 to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

MSA-7 will engage an independent public accountant with school accounting experience certified by the State of California, 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 District within four months following the close of the fiscal year. Audit exceptions/deficiencies will be resolved to the satisfaction of the District.

MSA-7 will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Board of Education, and California Department of Education by December 15 of each year.

Pursuant to AB 1137, MSA-7 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:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- 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 Educational & Research Foundation 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

Financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. Currently, Magnolia Educational & Research Foundation’s outside auditor is Anderson, Satuloff, Machado & Mendelson CPAs. 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's money is 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 the auditing agency and the LAUSD. MSA-7 agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to the district within four months after the end of the School year. MSA-7 will provide interim financial data required by the district to fulfill its obligation to the county and state. MSA-7 will make financial records available for audit in coordination with the Magnolia Educational & Research Foundation and contact the outside auditor no later than the end of August for prior year.

The MSA-7 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 the MSA-7 not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the MSA-7 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 allow 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.

Special Education Revenue Adjustment/Payment for Services

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- 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 Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

The MSA-7 will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10: SUSPENSION AND EXPULSION

A comprehensive and well-accepted set of disciplinary policies is essential to ensure a safe and effective educational environment. MSA-7 will develop a student handbook before classes commence in fall 2010. The handbook will detail school regulations and policies as well as the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. This handbook will be distributed to students, parents, teachers, and community members at the beginning of each school year. 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 a lists of offenses for which students may be subject to suspension or expulsion, shall be amended from time to time based on feedbacks from the staff, parents, the Magnolia Foundation Board of Directors, and students.

MSA-7 will adhere to well-defined regulations concerning 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 receive direct positive behavior support through our Character Education program. Parents will also be informed of positive behavior and improvements via phone and home visits. Students will receive certificates for outstanding performance and behaviors and will be awarded with MSA-7 Dollars, which can be redeemed at the Charter School cafeteria or the student store and can be used to participate in additional trips and camps.

Charter School 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. Charter School 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.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.
Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools 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, the Charter School 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.

Charter School 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 the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the 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, the Charter School 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 students disability: B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Students who violate the school policies may be subject to, but not limited to, the following:

- Warning
- Loss of Privileges (i.e. detention during and after school)
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

A student may be suspended or expelled for any of the acts enumerated in this section that are 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 Discretionary Suspension and Expulsion

Students may be suspended or expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force of violence upon the person of another, except self-defense.

3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate
prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family..

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

10.2 Mandatory Offenses for Expulsion

Students will be expelled from MSA-7 for any of the following reasons as specified in the Education Code Section 48915:
- Causing serious physical injury to another person except in self defense.
- Possession, selling or otherwise furnishing of any firearm, knife, explosive, or other dangerous object.
- Brandishing a knife at another person
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Unlawful selling or possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Robbery or extortion.
- Assault or battery upon any school employee.
- Violation of the Federal Guns Free Schools Act

10.3 Procedure for Suspension

10.3.1 Informal Conference

The Principal has the authority to suspend. Suspension shall be preceded by an informal conference conducted by the school administrator with the student and his or her parent or 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 or her version and evidence in his or 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 and a conference will be requested as soon as possible.

10.3.2 Notice to Parents/Guardians
At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. It will be followed up with a written notification, which will state the specific offense committed by the student. In addition, the notice may also specify the date and time the student is expected to return to school. The written notice may request a meeting with the parent/guardian without delay to discuss the causes and the duration of the suspension.

10.3.3 Length of Suspension
The length of suspension for students may not exceed a period of five (5) consecutive school days unless there is also a recommendation for expulsion. The maximum number of days of suspension for the year is 15. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

10.3.4 Appeal of Suspension
The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within five working days directly to the the Chief Executive Officer of the Foundation or the CEO’s designee. The CEO/designee will provide an answer to the parent within 5 working days. The decision of the CEO/designee is final.

10.6 Procedure for Expulsion
10.6.1 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.
10.6.2 Expulsion Hearing and Written Notice to Expel

The Magnolia Foundation Board of Directors has the authority to expel as does the Magnolia Wide Discipline Subcommittee on appeal. For appeals, the Magnolia Wide Discipline Subcommittee consists of an impartial panel of three to 5 persons who are Principals from other Magnolia schools and from the Magnolia Central Office. None of the Magnolia Wide Discipline Subcommittee are members of the MF Board of Directors or employed by the school in which the student is enrolled. A student recommended for expulsion is entitled to a hearing in order to determine whether he or she should be expelled. This hearing will be held within thirty (30) calendar days of the school principal’s determination that an act listed under “Grounds for Mandatory Expulsion”, “Grounds for Discretionary Expulsion” or other expellable offense has occurred.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) 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 Magnolia Science Van Nuys-7’s disciplinary rules, which relate to the alleged violation.
- Notification of the student’s parent or guardian’s obligation to provide information about the student’s status to LAUSD or 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.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
MSA-7 may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, and administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. MSA-7 must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, MSA-7 must present evidence that the witness’ presence is both desired by the witness and will be helpful to MSA-7. The panel member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

10.8 Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

10.9 Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Magnolia Foundation Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
The decision of the Board of Directors shall be in the form of written findings of fact. The decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. If the expulsion hearing Board of Directors decides not to recommend expulsion, the student shall immediately be returned to his/her educational program at MSA-7.

The principal or designee, following a decision by the Magnolia Foundation Board of Directors to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student; and
- Notice of the student or parent or guardian’s obligation to inform any new school or district in which the student seeks to enroll of the student’s status with Magnolia Science Academy-Van Nuys.
- The reinstatement eligibility review date and procedures;
- A copy of the rehabilitation plan,
- A statement regarding the student's educational placement during the period of expulsion,
- Appeal procedures.

The principal or designee shall send written notice of the decision to expel to the student’s district of residence. This notice shall include the following:

- Student’s name; and
- Specific offense committed by the student.
- Notice of the student or parent or guardian’s obligation to inform any new school or district in which the student seeks to enroll of the student’s status with Magnolia Science Academy-Van Nuys.
- The reinstatement eligibility review date and procedures;
- A copy of the rehabilitation plan,
- A statement regarding the student's educational placement during the period of expulsion,

In the event of a decision to expel a student from Magnolia Science Van Nuys-7 Van Nuys, The Charter School has the responsibility for facilitating expulsion placements and enrollment with the parent. The 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.
10.6.3 Appeal of Expulsion
The Magnolia Wide Discipline Subcommittee hears an expulsion appeal. A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The appeal itself will occur within fifteen (15) working days after the The Magnolia Wide Discipline Subcommittee has received the written request for appeal from the parent. The appeal’s hearing must be attended by parent(s) or guardian(s). The Magnolia Wide Discipline Subcommittee will consider evidence from the original hearing proceedings, the parent’s appeal, and will make a decision. The decision will be provided to the parent within 5 working days of the appeal’s hearing. The decision of the The Magnolia Wide Discipline Subcommittee is final.

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

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

10.9 Special Education Students
In the case of a student who has an IEP, or a student who has a 504 Plan, the charter school will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School 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...
Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement the 504 Plan?

**Outcome Data**
Charter School 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.

**Gun Free Schools Act**
The Charter School shall comply with the federal Gun Free Schools Act.
11.1 Retirement

**MSA-7 will make participation in State** Teachers’ Retirement System (STRS) available to teachers, Public Employees Retirement System (PERS) and a 403b available to other eligible persons working at the school. MSA-7 will make any contribution that is legally required of the employer, including STRS, PERS, 403b, social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund as required. MSA-7 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 contracts will be shaped and individualized according to the competitiveness and job description of the employee. The contract will address, among other issues, salary, health, welfare benefits, work schedules (explained below), performance evaluation standards and responsibilities. Employee ratings will be comparable to the district's salary range. Promotions and salary increases will be tied to performance evaluations and accountability measurements. Contracts are signed on a yearly basis. Before or after the expiration, contracts may be renewed for another year, if mutual agreement is established.

11.2 Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Magnolia Science Academy-Van Nuys. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with Magnolia Science Academy-Van Nuys. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

11.3 Work Schedule

Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. The principal will work for the calendar year with appropriate vacation time as specified in the employment contract. 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 1.0 hour per week to meetings (limited to 6.0 hours monthly), and several parent-community meetings each school term.

11.4 Termination
All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. MSA-7 recognizes two reasons to remove an employee from the payroll:

- **Voluntary Termination (Resignation).** Voluntary termination occurs when an employee chooses to leave Magnolia Science Academy-Van Nuys. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.

- **Involuntary Termination (Discharge).** Involuntary termination occurs when MSA-7 chooses to discharge the employee. The Principal may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Principal determines that the employee poses a threat to the health, safety, or welfare of the school or students.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

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 Magnolia Science Academy-7’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’s administration rather than fellow employees.
• The Administrator responsible for resolution of the grievance 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 Administrator. 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 Educational & Research Foundation 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 Administrator. 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 meeting, so that the matter may be properly placed upon the agenda.

• The Magnolia Educational & Research Foundation Board of Directors and Principal will set a date and time for the hearing of any evidence to be presented concerning the grievance. At the hearing, the grievant and a representative of MSA-7 shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Magnolia Educational & Research Foundation Board of Directors and Principal shall make a decision on the grievance in writing. This decision will serve as the final decision of Magnolia Science Academy-Van Nuys.

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.

11.6 Consequences for Unprofessional Conduct

As outlined in individual contracts:

• Issuance of notice of unsatisfactory act to remain in personnel file

• One day suspension without pay

• Five day suspension without pay

• Dismissal
ELEMENT 12: ATTENDANCE ALTERNATIVES

Pupils who choose not to attend MSA-7 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.
The Magnolia Educational & Research Foundation and the MSA-7 will hire, employ, and treat all employees on the basis of professional merits and performance-oriented monitoring and will not discriminate against any employee on the basis of race, color, creed, age, sexual orientation, national origin, disability, or marital status.

All school personnel will abide and commit to Magnolia Science Academy-7’s mission and vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The school expects a high level of professionalism from its staff including self-monitoring of higher education development. All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to MSA-7 Charter School Agreement.

Job applicants for positions at MSA-7 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-7 will not be covered by his or her respective collective bargaining unit agreement, although MSA-7 may extend the same protections and benefits in individual employee contracts.

Former LAUSD employees must consult with LAUSD to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition. Leave and return rights for union-represented employees who accept employment with the Charter School 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.

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.
Dispute Resolution

The staff and governing board members of MSA-7 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and MSA-7, 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-7 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 may be tendered 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 otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

   To Charter School: Magnolia Science Academy-7
   c/o School Director

   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 claim or controversy ("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, then
either party may request that the matter 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 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.

Amendments

Material revisions to the charter must be approved by the District’s Board of Education.
However, any proposed revisions to the charter will be presented to the District for a
determination as to whether it is a material revision that must be approved by the Board of
Education. The district will make its determination and, if applicable, the Board of Education
will consider the revision for approval within sixty days of submission by the school or within a
time mutually agreed to. Material revisions and amendments shall be made pursuant to the
standards, criteria, and timelines in Education Code Section 47605.

**ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING**

The MSA-7 is deemed the exclusive public school employer of the employees of the Charter
School for the purposes of the Educational Employee Relations Act (EERA). In accordance
with the EERA, the employees of The MSA-7 may organize and choose to form a collective
bargaining unit under the charter school. This unit will be independent of any other bargaining
unit. If the employees form such a bargaining unit, the Magnolia Educational & Research
Foundation Board will negotiate in good faith. Unless the employees elect to be represented by
an organization for bargaining purposes, all employees will be individually contracted. Any
district union employee who is offered employment and chooses to work at MSA-7 will not be
covered by his or her respective collective bargaining unit agreement.
ELEMENT 16: SCHOOL CLOSE OUT

Revocation

- The District may revoke the charter if MSA-7 commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the MSA-7 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following: MSA-7 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- MSA-7 failed to meet or pursue any of the pupil outcomes identified in the charter.
- MSA-7 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- MSA-7 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-7 in writing of the specific violation, and give the MSA-7 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.

Charter Renewal

The Charter School must submit its renewal petition to the District’s Innovation and Charter Schools Division no earlier than September of the year before the charter expires.

Closure Action

The decision to close MSA-7 either by the MSA-7 governing Board or by the LAUSD Board, 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 school; or the charter lapses.

*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
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:
Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the MSA-7 will be issued by MSA-7 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.

The authorizing entity
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-7 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
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-7 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
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 CSD.
The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the MSA-7 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
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:
The effective date of the closure
The name(s) of and contact information for the person(s) handling inquiries regarding the closure
The students’ school districts of residence
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:
A description of the circumstances of the closure
The location of student and personnel records
In addition to the four required items above, notification to parents, guardians, and students should also include:
Information on how to transfer the student to an appropriate school
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.
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-7 shall observe the following in the transfer and maintenance of school and student records:
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.

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.
The Charter School will prepare an electronic master list of all students to the 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.

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

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

The Charter School will provide to the CSD 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.

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 overpayment 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-7 shall ensure completion of an independent final audit within six months after the closure of the school that includes:

- 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.
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. 
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-7. 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-7 will be the responsibility of the MSA-7 and not LAUSD. MSA-7 understands and acknowledges that MSA-7 will cover the outstanding debts or liabilities of MSA-7. Any unused monies at the time of the audit will be returned to the appropriate funding source. MSA-7 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-7 participates, and other categorical funds will be returned to the source of funds. 
MSA-7 shall ensure the completion and filing of any annual reports required. This includes: Preliminary budgets
Interim financial reports
Second interim financial reports
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:
The return of any donated materials and property according to any conditions set when the donations were accepted.
The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
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.
The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
A copy of the corporations 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-7 Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
The MSA-7 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.

The Charter School 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:
File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
Make final federal tax payments (employee taxes, etc.)
File the final withholding tax return (Treasury Form 165).
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-7 right to operate as a charter school or cause MSA-7 to cease operation. MSA-7 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, retraining order, or order for specific performance, and may be sought in any appropriate court.

**Facilities**

- **Charter Petitioner or Developer**  
  __Magnolia Science Academy-7________  
  charter school name

- **Charter Management Organization**  
  __Magnolia Educational and Research Foundation__  
  if applicable

- **Petitioner’s Mailing Address**  
  13950 Milton Ave. STE 200B Westminster, CA 92683

- **Proposed Charter School Location**  
  __Van Nuys area of district________

- **LAUSD Attendance Area**  
  ____Local District 1__________  
  names of District school sites near proposed location

- **Proposed Charter School to be 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. 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](http://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.
1) **No Child Left Behind Affirmations**

MSA-7 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.

3) **Charter School Revolving Loan Fund**

Notwithstanding other provisions of law, a loan may be made directly to a charter school only in the case of a charter school that is incorporated. MSA-7 may apply for funding from the Charter School Revolving Loan, in accordance with applicable law. MSA-7 understands that loans may be made from money in the Charter School Revolving Loan Fund to a charter school that qualifies to receive funding pursuant to California Education Code Chapter 6 (commencing with section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code section 47605 to the end of the fiscal year in which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section will be used only to meet the purposes of the charter granted pursuant to California Education Code section 47605.

MSA-7 accepts and understands obligations to comply with the California Education Code section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year MSA-7 first enrolls pupils, the Controller will deduct from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to MSA-7 for the charter school. Repayment of the full amount will be deducted by the Controller in equal annual amounts over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

4) MSA-7 will comply with all requirements of AB 1994 and AB 1137.
5) MSA-7 accepts and understands obligations to comply with all laws establishing minimum age for public school attendance.

ADDITIONAL REQUIREMENTS 2: FINANCIAL AND BUDGET MATTERS

In consideration of the services rendered by The MSA-7 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-7 shall receive revenue payments based on student attendance (ADA) records and eligibility requirements.

Beginning in year one, the MSA-7 will elect to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. The MSA-7 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-7 will complete its own consolidated application.

The MSA-7 reserves the right to evaluate and change its election to receive funds directly on an annual basis.

Depository/Accounting/Payroll

*Upon an agreement being reached between MSA-7 and the County, all revenue generated by MSA-7 will be deposited in the school account. All payments (including payroll) will be drawn on the school’s account. MSA-7 will maintain one revolving account with a local financial institution for day-to-day expenditures from the General Fund.*

Audit
MSA-7 with the support of MAGNOLIA FOUNDATION CENTRAL OFFICE will engage an independent public accountant with school accounting experience certified by the State of California, 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 District within four months following the close of the fiscal year. Audit exceptions/deficiencies will be resolved to the satisfaction of the District. MSA-7 will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Board of Education, and California Department of Education by November of each year.

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).

**Fiscal Management**

MSA-7 will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. For business services, Magnolia Educational & Research Foundation will support MSA-7 with the services provided by MAGNOLIA FOUNDATION CENTRAL OFFICE. The related MAGNOLIA FOUNDATION CENTRAL OFFICE officers will work closely with the school principal on administrative and financial matters. The MAGNOLIA FOUNDATION CENTRAL OFFICE will have the responsibility to keep the school operations within the proposed budget and apply Magnolia Science Academy-7’s purchasing and contracting principles as described in this petition. Magnolia Educational & Research Foundation will utilize its successful four-year experience in Magnolia Science Academy-San Fernando Valley in these matters.

The followings are some of the details related to how Magnolia Educational & Research Foundation plans to perform business tasks (these details may change over time): 1) Payroll services will be outsourced to an agency such as ADP, 2) **Health** benefits will be negotiated and purchased by the MAGNOLIA FOUNDATION CENTRAL OFFICE, 3) MAGNOLIA FOUNDATION CENTRAL OFFICE will prepare financial reports required by the school district as well as the annual audit. MAGNOLIA FOUNDATION CENTRAL OFFICE 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 Principals and describe the process of internal controls. MSA-7 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-7 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-7 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-7 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.

The 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-7 will also receive funds from the plethora of State funded programs such as special ed., etc. (See budget for detail). Finally, MSA-7 will receive local funds from the District in lieu of taxes for a portion of their charter school funding.

**ADDITIONAL REQUIREMENTS 3: ADMINISTRATIVE SERVICES**

**Attendance Accounting**

MSA-7 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.
FERPA/Confidentiality of Pupil Records

Magnolia Science Academy will adopt the following confidential records policy
The purpose of this policy is to ensure Magnolia Science Academy (MSA)’s compliance with the federal family educational rights and Privacy Act “FERPA”

- MSA will designate a member of MSA administrative staff to oversee compliance with FERPA. Said administrative staff member will be known as the “FERPA administrator”
- The FERPA Administrator will have exclusive authority to to process all request for request FERPA’s confidentiality provisions
- The FERPA administrator will maintain master calendar to track each request to review records and the deadlines to make such records available
- With the exception of records kept by individual teachers, the FERPA Administrator will store all educational records in a central, secured location, access to which is limited to designated members of the administration
- Prior to or at the beginning of each School calendar year the FERPA Administrator will mail its form – Annual Notification- to the parent(s) and/or legal guardian(s) of each student
- In cases when an individual other than a Parent Submits a request to review records, the FERPA Administrator will obtain Parent’s signed and dated written consent prior to disclosure of educational records and personally identifiable information. In cases where written consent is required, the FERPA Administrator will provide information to the Parent about the nature of the records that are contemplated for release, the reason for the request and to whom the records would be released. If the Parent so requests, copies of the records that have been requested for release will be provided to the Parent.
- In order to ensure that its employees understand that absent a special reason, a faculty member shouldn’t have access to records of students to whom s/he is not providing instruction, each MSA employee review and sign MSA employee confidentiality agreement annually
- The FERPA Administrator will maintain a record of all parties (other than Parents and school officials) that have requested and/or received personally identifiable information from a student’s education records and indicating the legitimate interest each such party had in obtaining access to the records. The FERPA Administrator will use MSA’s
form- Record of Access-for this purpose. The FERPA Administrator will maintain a copy of the record of access with the education records of each student.

- The FERPA Administrator will maintain a list of the types and locations of educational records collected, maintained or used by MSA on its form- Records Maintained. Upon a request from a parent, the FERPA Administrator will provide a copy its list of records maintained to the Parent.

- The FERPA Administrator will maintain a list that contains the names and positions of those MSA employees who may have access to personally identifiable

Food Service Program

The MSA-7 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-7 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. Any services rendered by LAUSD to Magnolia Science Academy Van Nuys shall be fee for service. In addition, the District determines the fee assigned to a service, not the charter school.

ADDITIONAL REQUIREMENTS 4: SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by LAUSD Board and Magnolia Science Academy-Van
Nuys. LAUSD and MSA-7 agree to meet to discuss and resolve any issue or differences relating to the invalidated provisions in a timely and proactive fashion.