A PETITION FOR CHARTER RENEWAL

by

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Los Angeles Unified School District

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ASSURANCES AND AFFIRMATIONS

Magnolia Science Academy-6 (hereinafter “MSA-6” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

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

Dr. Mehmet Argin, CEO

Date
INTRODUCTION

MAGNOLIA SCIENCE ACADEMY-6

Magnolia Science Academy-6 (“MSA-6” or “the Charter School”) is a charter school for grades 6–11 with a mission to provide a college preparatory educational program emphasizing STEM in a safe environment that cultivates respect for self and others. The Charter School offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, after-school programs, and school-to-university links.

MSA-6 is operated by the Magnolia Public Schools (MPS),\(^1\) a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS’ vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS’ educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. With this vision, MPS opened MSA-6 in the fall of 2009.

The MPS program aims to improve students’ performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEM areas. Historically, the number of African American and Latino students pursuing careers in STEM areas has been very low. Recent research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula\(^2\). MPS strives to address the shortage by inspiring and preparing students to choose career paths in science and technology.

MSA-6 creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improves students’ knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond. The Charter School provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfills the intent of the California Charter Schools Act.

MSA-6 is primarily designed to meet the needs of the students in the Los Angeles Unified School District (“LAUSD” or “District”) and operates as a site-based school. In its five years of operation, the Charter School has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The MPS Board of Directors desires to continue to offer the successful educational model of MSA-6 for district-wide benefit. To continue its success, MSA-6 is pleased to submit this petition to share the progress it has made and for the renewal of its charter.

In the following section titled “Magnolia Public Schools (MPS),” you will find background information about MPS, its current school locations, and sample unique accomplishments to date. All schools that MPS opens and operates are based on the successful school model that MPS has developed over the 12 years. For MSA-6’s unique accomplishments, the community need for such charter school, the goals and philosophy, instructional design and more information about the educational program, please refer to Element 1, “The Educational Program.”

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\(^1\) For more information on Magnolia Public Schools visit www.magnoliapublicschools.org

MAGNOLIA PUBLIC SCHOOLS (MPS)

Background

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

In 1998, the Foundation began organizing volunteer tutors for middle and high schools, especially in math, science and computer technology areas by utilizing their connections to major research universities throughout Southern California.

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

In the fall of 2002, the Foundation established its first charter school, Magnolia Science Academy-1 (“MSA-1”), in the San Fernando Valley. Since then, the Foundation has successfully replicated its educational program and philosophy at 10 other charter school sites throughout California. Eight of MPS school sites are located in LAUSD, with one middle school granted through the Public School Choice (PSC) Initiative in the city of Bell. One site is located in the San Diego Unified School District (SDUSD), one is a countywide-benefit charter in Santa Clara County, and one is a statewide-benefit charter located in Santa Ana. The following steps are taken for successful replication:

- Magnolia Public Schools Central Office (MPSCO) Support and Supervision: Please see section 4.3 for the types of services provided by the MPSCO to each individual MPS charter school site.

- Professional Development Training by Accord: This includes professional development for administrators and teachers, curriculum development and implementation support, and other services outlined in the section below titled “The Accord Institute of Education Research.”

- Seed administrators and teachers: Administrators and teachers at existing MPS schools will transfer to the new schools to implement the MPS' education program at the new locations. These successful teachers and administrators help ensure a smooth transition as MPS continues to expand its schools by grade and location.

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

- MPS administrator meetings: School administrators and MPSCO officers will hold regular meetings to oversee the entire replication process.
Current Locations and Grade Levels of MPS Sites

MPS currently operates 11 charter schools in California. Figure 1 shows the current locations and grade levels of these sites.

Figure 1: Current locations and grade levels of MPS sites

<table>
<thead>
<tr>
<th>Authorized by the Los Angeles Unified School District (LAUSD):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Magnolia Science Academy-1</strong>: 18238 Sherman Way, Reseda, CA 91335</td>
</tr>
<tr>
<td><strong>Magnolia Science Academy-2</strong>: 17125 Victory Blvd., Van Nuys, CA 91406</td>
</tr>
<tr>
<td><strong>Magnolia Science Academy-3</strong>: 1254 East Helmick St., Carson, CA 90746</td>
</tr>
<tr>
<td><strong>Magnolia Science Academy-4</strong>: 11330 W Graham Place, Los Angeles, CA 90064</td>
</tr>
<tr>
<td><strong>Magnolia Science Academy-5</strong>: 929 N. Las Palmas Ave., Los Angeles, CA 90038</td>
</tr>
<tr>
<td><strong>Magnolia Science Academy-6</strong>: 3754 Dunn Dr., Los Angeles, CA 90034</td>
</tr>
<tr>
<td><strong>Magnolia Science Academy-7</strong>: 18355 Roscoe Blvd., Northridge, CA 91325</td>
</tr>
<tr>
<td><strong>Magnolia Science Academy-8 (Bell)</strong>: 6411 Orchard Ave, Bell, CA 90201</td>
</tr>
</tbody>
</table>

Authorized by the San Diego Unified School District (SDUSD):

| **Magnolia Science Academy-San Diego**: 6365 Lake Atlin Ave., San Diego, CA 92119 | 6-8 |

Authorized by the Santa Clara County Office of Education (SCCOE):

| **Magnolia Science Academy-Santa Clara**: 2720 Sonoma Place, Santa Clara, CA 95051 | 6-12 |

Authorized by the State Board of Education (SBE):

| **Pacific Technology School-Santa Ana**: 102 Baker St E, Costa Mesa, CA 92626 | 6-12 |
Unique Accomplishments of MPS To Date

**API Scores:** MPS shows significant gains in the California 2013 Academic Performance Index (API), as released by the California Department of Education. MPS reported outstanding gains for its schools, with an average increase of 27 points, outpacing average district gains where the schools are located. Eight out of twelve MPS schools have API scores exceeding the state goal of 800, with six schools above 840. Five MPS schools gained over 50 points in the last school year. The API measures school performance based on student academic performance on standardized tests and on other student demographic data. The majority of MPS schools are located in Los Angeles Unified School District, where the district average API is 745; 696 for African American students, and 723 for Latino students.

MPS school sites have consistently increased their API scores over the years. The following figure demonstrates gradual increase in the average API score of MPS from one school site in 2003 to 12 sites in 2013.

Figure 2: Average API of MPS over the years

**High School Graduation:** Magnolia Science Academy-1 (MSA-1) has cohort graduation rates of 91.3%, 92.9%, and 86.1% for the years 2009-10, 2010-11, and 2011-12, respectively. MSA-1 serves a high-need area of the Los Angeles Unified School District (LAUSD) with 82% Free and reduced lunch and 55% EL ratios.

**Best High School:**
- 2013 - MSA-1 ranked 5th in California, 45th among 1900 public high schools nationwide in preparing students for college.
- 2012 - MSA-Santa Clara has been selected by California Business for Education Excellence (CBEE) in California to receive the title of Honor Roll school.
- 2011 - MSA-1 ranked 13th in California and 114th nationally by the Washington Post’s High School Challenge Index.
- 2007 - Title 1 Academic Award

**STEM Competitions:** MPS students have won more than 60 awards in nationwide math, computer, science competitions and science fairs including but not limited to USA Computer Olympiad, American Computer Science League, American Mathematics Competitions, Los Angeles, San Diego, and Orange County Science Fairs:

- 2012, 11 – First Place in JPL Invention Challenge
- 2012, 11 – Second & Third Place in San Diego Mayor’s Cyber Cup
- 2012, 11 – Future City “Excellence in Communications,” “Excellence in Health & Safety Infrastructure” & “Excellence in Design of A Futuristic Transportation System” statewide awards
- 2011 – Second & Third Place in International Environmental Project Olympiad (INEPO)
- 2010 – First Place in the National Society of Black Engineers and MathCounts - Western Region
- 2010 – First Place in the NASA JPL Engineering Invention Contest
- 2009 – Future City Competition – National Finalist; First & Second Place in Southern California
- 2008 – US National Math Team – Member
- 2009-07 – First Lego League Robotics – First & Third Place; Robot design, performance, and presentation awards
- 2006 – Gold Medal in the International Mathematical Olympiad (IMO)
- The USA Computer Olympiad – 5th Place
- American Computer Science League – Region Winner
- County/State Science Fairs – Numerous Gold, Silver, Bronze medals, and Honorable Mentions
- 50+ Additional Awards And Recognition

**First in California:** MSA-1 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. MSA-1 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.

**First in Charter School History:** An 11th grader at MSA-1 won the gold medal at the 2006 International Mathematical Olympiad (IMO), the most prestigious and the most difficult international math competition for high school students. He became the first charter school student to qualify for the US National Team. The Los Angeles Unified School District Board of Directors presented a letter of recognition to the MSA-1 student, the first Southern Californian to win after a decade, on September 26, 2006.

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

GENERAL INFORMATION

- The contact person for MSA-6 is Principal John Terzi.
- The contact address for MSA-6 is 3754 Dunn Dr., Los Angeles, CA 90034.
- The contact phone number for MSA-6 is (310) 842-8555.
- The proposed address or target community of MSA-6 is 3754 Dunn Dr., Los Angeles, CA 90034, which is located in Los Angeles Unified School District ("LAUSD" or "District") Board District 3 and Educational Center West.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 6-11.
- The number of students in the first year will be 260.
- The grade level(s) of the students in the first year will be 6-9.
- The scheduled opening date of Charter School is August 12, 2014.
- The admission requirements include: See Element 8.
- The enrollment capacity is 575. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: traditional.
- The bell schedule for Charter School will be: See Section 1.3.
- If space is available, traveling students will have the option to attend.
1.1 COMMUNITY NEED FOR CHARter SCHOOL

Need for STEM Focus

MPS bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in math, science, and technology. According to a 2008 report from the National Science Board, "The Science and Engineering Workforce: Realizing America's Potential,"¹ current trends indicate serious future problems that may threaten our long-term prosperity and national security. These include:

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

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

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

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

California’s economy is highly dependent on technology, and therefore addressing the ongoing need for a strong S&E

¹ National Science Board; The Science and Engineering Workforce Realizing America’s Potential. November 2008
⁴ Source: http://www.nap.edu/openbook.php?record_id=12999&page=16
workforce in California is significant. In 2005, Governor Schwarzenegger asked the California Council on Science and Technology (CCST) to prepare a response to the National Academies report. In its final report the task force recommended: “Increase the number of Science, Technology, Engineering, and Mathematics (STEM) graduates at all levels, especially among Hispanics who represent the fastest growing and soon to be largest segment of California’s population.”

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

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

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

**MSA-6’s Track Record**

MSA-6 has successfully been one of the highest performing schools in the LAUSD in its comparison group of similar schools and has achieved one of the highest API scores compared to the resident schools identified by LAUSD. (See section 1.2, “Student Population to be Served.”) MSA-6 received “the certificate of commendation” from LAUSD due to its high API (845) in 2012.

MSA-6 provides students and parents with a small school environment, personalized approach to learning, and rigorous curriculum. MSA-6 strives to help students from all backgrounds to participate in its Advanced Studies Program which include Advanced Placement courses, academic after-school clubs such as Robotics and A+ (Advanced Math, Computer Program) through which students prepare for nationwide and international competitions. MSA-6 implements programs such as College Mentorship and Leadership Program (CMLP) and Get Ready For Life (GRFL) to help our

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students become college bound and lifelong learners.

MSA-6’s teachers are NCLB highly qualified in their subject areas. Students have access to excellent core academic programs which are complemented by strong curricular and extra-curricular activities, including after-school programs, home visits\(^1\), motivational guest speakers, parent meetings, university and college visits, and field trips that shape the educational vision of the student and the family.

MSA-6 targets a student population that is academically low-achieving, and has developed its program to specifically benefit this group of students. As described in detail in section 1.4, “Instructional Design,” MSA-6 identifies low-achieving students through computer adapted tests\(^2\) (MAP, Accelerated Reader and Accelerated Math) at least quarterly and provides early intervention classes and after-school tutoring that includes Saturday school. Goals are set with the student for specific subject areas based on the assessment data and students are assigned mentors. Each student’s academic progress is monitored by the subject teachers and the dean of academics. Computer adapted tests provide the faculty and the student/parent an accurate measure of student’s academic growth throughout the year.

With its successful education model and through hard work, MSA-6 has consistently maintained its Academic Performance Index (API) score above 800 over the years as shown in Fig. 1.

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1. See section 1.4 for detailed information on home visits.
2. See section 1.4.1, “Data Driven Design” for more information on use of computer adapted tests.
MSA-6 has achieved one of the highest API scores of all neighboring similar LAUSD schools that MSA-6 students would otherwise attend. Fig. 2 shows the API score of MSA-6 as compared to the API growth of the similar schools in LAUSD in 2013.

**Figure 2— MSA-6’s 2013 API Score Compared to Schools with Neighboring Similar Demographics in LAUSD**

![Comparison Schools API 2013](image)

MSA-6 community strives for excellence and will continue to improve our API growth rate in the upcoming years. Furthermore, MSA-6 has been able to increase the API score of socio-economically disadvantaged students significantly as compared to LAUSD and similar schools in the District (Fig. 3).

**Figure 3 – MSA-6’s 2013 API Score Comparison Among Socio-economically Disadvantaged Students**

![Comparison Schools API 2013 for Socio-economically Disadvantaged Students](image)
The followings are some of the other many accomplishments of MSA-6:

- MSA-6 has received “the certificate of commendation” from LAUSD due to its high API in 2012.
- MSA-6 has created and exudes a school wide “College-Going Culture” through our ESLRs, rigorous academic curriculum, and field trips to colleges/universities.
- MSA-6 curricular and instructional decision-making is completely data-driven. All teachers and administration routinely utilize data through various formative and summative assessments to drive instruction and check for understanding.
- MSA-6 has created a “Culture of High Expectations” for all members of the school: students, parents, teachers, staff and administration.
- MSA-6 provides a safe and nurturing environment for its students conducive to learning.
- MSA-6 has implemented school wide core values and themes that are embedded in the school’s culture.
- 100% of MSA-6’s student body is enrolled in a grade level or above math course as defined by the state of California.
- MSA-6 has implemented enrichment classes for Math and English for students who need extra support.
- MSA-6 has implemented annual school-wide science and history fairs where every student has created a project.
- MSA-6 has organized some instructive and fun events like a Spanish fair, a book fair, a career fair.
- Since opening in 2009, MSA-6 has doubled the regular parent attendance at our monthly Parent Task Force (PTF) meetings.
- MSA-6 has provided a free three sessions “parenting teenagers” parent workshop for its parents.
- MSA-6 has created a Student Council to strengthen our school culture and student involvement. This promotes a sense of ownership and pride in the school.
- The Athletic Department, which is comprised of different sports teams, has been instrumental in involving students with after school activities. Students both on and off the teams have increased school spirit and have developed a sense of camaraderie. Student-Athletes are held accountable with weekly grade reports and a code of conduct. All student-athletes must maintain at least a 2.0 GPA and a positive CoolSIS standing. Our sports teams have won several awards and recognitions, including:

<table>
<thead>
<tr>
<th>Team</th>
<th>Award</th>
<th>Tournament</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA-6 Girls Volleyball</td>
<td>1st place</td>
<td>West LA Charter School League</td>
<td>2010</td>
</tr>
<tr>
<td>MSA-6 Boys Basketball</td>
<td>1st place</td>
<td>West LA Charter School League</td>
<td>2011</td>
</tr>
<tr>
<td>MSA-6 Boys Basketball</td>
<td>2nd place</td>
<td>Magnolia Public Schools Volleyball</td>
<td>2011</td>
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<td>MSA-6 Girls Volleyball</td>
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<tr>
<td>MSA-6 Boys Basketball</td>
<td>2nd place</td>
<td>Magnolia Public Schools Volleyball</td>
<td>2012</td>
</tr>
<tr>
<td>MSA-6 Boys Flag Football</td>
<td>3rd place</td>
<td>Magnolia Public Schools Volleyball</td>
<td>2012</td>
</tr>
</tbody>
</table>

- MSA-6 has adopted the Accelerated Reader program and students have shown significant gains in reading comprehension skills.
To better reinforce our Professional Learning Communities, Department Chairs were added in the 2012 school year. Department Chairs serve as a link between teachers and administrators, and offer support and guidance to colleagues.

- MSA-6 has expanded our Special Ed population in order to better serve the community.

- MSA-6 has organized Book Fairs in 2011 and 2012 and opened a school library, so that every student has access to lots of books. This has helped to promote literacy and a passion for reading among our students.

- In order to provide a safe and consistently clean campus, MSA-6 has hired our own full-time custodian.

- MSA-6 staff has started to have professional development for Common Core standards in preparation for their roll-out in the 2013-2014 school year.

- MSA-6 LEGO Robotics team has been participating in local and global competitions. Here is a list of the awards our students have received:

<table>
<thead>
<tr>
<th>Competition</th>
<th>Award</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA Regional First Lego League</td>
<td>2nd place Teamwork Category</td>
<td>2010</td>
</tr>
<tr>
<td>MPS Science Fair</td>
<td>1st place, Physics</td>
<td>2011</td>
</tr>
<tr>
<td>MPS Science Fair</td>
<td>3rd place, Biology</td>
<td>2011</td>
</tr>
<tr>
<td>MPS Science Fair</td>
<td>2nd place, Biology</td>
<td>2012</td>
</tr>
<tr>
<td>LA County Science Fair</td>
<td>3rd place, Chemistry</td>
<td>2012</td>
</tr>
<tr>
<td>LEGO Robotics</td>
<td>Project Design</td>
<td>2012</td>
</tr>
</tbody>
</table>
1.2 STUDENT POPULATION TO BE SERVED

MSA-6 currently operates at a privately leased facility at 3754 Dunn Dr., Los Angeles, CA 90034. The Charter School recruits students from all areas of LAUSD, with a goal of creating an economically and ethnically diverse student population. MSA-6 intends to recruit students from low income and socio-economically disadvantaged families. MSA-6 has been successful with and will continue to attract students from such demographics through its free after-school tutoring, academic intervention/enrichment classes, advanced studies program, home visits programs, and through its recruitment efforts as explained in Element 7.

MSA-6 implements a recruitment process to achieve racial and ethnic balance among its students that is reflective of the general population within the territorial jurisdiction of LAUSD. As explained in Element 7, Charter School will strive to achieve and maintain the LAUSD’s Racial and Ethnic Balance Goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The overall profile of the student population will likely reflect the demographics of nearby neighborhoods and surrounding public schools. Please see the table on the next page for demographics and academic achievement information of the public schools surrounding MSA-6. MSA-6 believes it can substantially decrease the burden on the area schools and similarly produce productive citizens with its STEM-focused, college prep program.

MSA-6 opened its doors in September of 2009 with 74 students in LAUSD. The Charter School currently serves 148 students at a privately leased facility. Over the course of the first term of the charter, MSA-6 has worked diligently to secure a suitable space and has also requested facilities under Prop 39 from LAUSD. Suitability is defined in terms of campus size to accommodate a 6-11 school with a geographically, ethnically, and socioeconomically diverse enrollment. Unfortunately, the Charter School has not been able to secure such suitable space. The operational capacity of the current facility is about 180 students and only allows a middle school program that will meet the goals of the charter. Therefore, the Charter School needs a suitable space to continue the originally intended 6-11 grade level configuration.

At full capacity, if a suitable facility can be secured, the Charter School estimates to have about 575 students in grades 6-11. Since the capacity of the current facility does not allow such enrollment, the Charter School has requested facilities under Prop 39 from LAUSD. The actual enrollment numbers for the school site will be dependent on the future building capacity, the number of classes that will be opened in each grade level, and the number of applications.

Please see the following table for projected grade level enrollment at MSA-6 for the following five years. To reach its enrollment targets, MSA-6 has created a recruitment plan and done many outreach activities as outlined in general terms in Element 7. The Charter School has a five-year success story with a growth API score of 828 in 2013. The successful education model of the school presents a great choice to the students and parents of LAUSD. We are confident that our diverse outreach efforts, supported by our success, will contribute to meeting our enrollment targets.
Table 1 - The projected grade-level enrollment of MSA-6 for the following five years

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>75</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
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<td>75</td>
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<tr>
<td>8</td>
<td>60</td>
<td>75</td>
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<td>9</td>
<td>50</td>
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<td>75</td>
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<td>75</td>
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<td>11</td>
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<td>50</td>
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<td>75</td>
<td>75</td>
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<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>350</td>
<td>450</td>
<td>525</td>
<td>575</td>
</tr>
</tbody>
</table>
The following matrix contains demographic and performance data for both District and charter schools located within a two-mile radius of the location of the Charter School. The current address of the Charter School is 3754 Dunn Dr., Los Angeles, CA 90034.

*Table 2 – Surrounding Schools Demographic and Performance Data*

<table>
<thead>
<tr>
<th>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LAUSD Schools</strong></td>
</tr>
<tr>
<td># of Students [2012-13]</td>
</tr>
<tr>
<td>% Students Eligible for Free/Reduced Lunch</td>
</tr>
<tr>
<td>% of Special Ed. Students</td>
</tr>
<tr>
<td>% of English Learners</td>
</tr>
<tr>
<td>% [Hispanic]</td>
</tr>
<tr>
<td>% [African American]</td>
</tr>
<tr>
<td>% [White]</td>
</tr>
<tr>
<td>[2013 API]</td>
</tr>
<tr>
<td>[2012 API]</td>
</tr>
<tr>
<td>[2012 API Similar Schools Rank]</td>
</tr>
<tr>
<td>Met Schoolwide Growth Target?</td>
</tr>
<tr>
<td>Met Subgroup Growth Targets?</td>
</tr>
<tr>
<td>Palms MS (6-8)</td>
</tr>
<tr>
<td>Daniel Webster MS (6-8)</td>
</tr>
<tr>
<td>Mark Twain MS (6-8)</td>
</tr>
<tr>
<td>Alexander Hamilton SH (9-12)</td>
</tr>
<tr>
<td>Charter Schools</td>
</tr>
<tr>
<td>MSA-6 (6-11)</td>
</tr>
</tbody>
</table>

Source: CDE DataQuest
1.3 GOALS AND PHILOSOPHY

Vision

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

Mission

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

Core Values

MPS has identified the following core values, which are reinforced through its “Get Ready for Life (GRFL)” curriculum, student learning outcomes (SLOs), and all school activities.

- Value: Scholarship
  - GRFL: Success
  - GRFL: Self Discipline
- Value: Critical Thinking
  - GRFL: Citizenship
  - GRFL: Personal Qualities
- Value: Effective Communication
  - GRFL: Conflict Resolution
  - GRFL: Human Relations
- Value: Social Responsibility
  - GRFL: Respect
  - GRFL: Responsible Choices

Student Learning Outcomes (SLOs)

MPS graduates will be:

21st Century Scholars who:

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

Critical Thinkers who:

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

Effective Communicators who:

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

Socially Responsible Global Citizens who:

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

As the sociologist Francis Fukuyama stated, our economy has shifted from an industrial base to a technology base, with the digital exchange of information being the cornerstone\(^1\). It has become apparent that our nation’s economic future will require a technologically competent and highly adaptable workforce. Problems facing our society at all levels are increasingly scientific and technological in nature. To address these concerns effectively, Americans need to be science literate. A good science education will help students acquire “scientific habits of thinking,” an important component of critical thinking.

MSA-6 and all MPS schools believe that educated citizens of the 21st century must have a solid background in science and math as well as in history and literature. With such knowledge, they not only will be able to keep up with the rapid growth of science and technology but they also will be able to contextualize it and understand what it means.

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

MSA-6 graduates will have an understanding of the world and be confident of the roles that they will accept in life. They will be competent researchers, able to investigate questions they will face in college and throughout their careers.

How Learning Best Occurs

Learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are learning in school\(^2,3\). The rigorous California Common Core Standards-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, MSA-6 offers Get Ready For Life (GRFL) courses designed to help students attain organizational and study skills, which are crucial to enable students to become self-motivated, competent, and lifelong learners.

Students are given opportunities to construct their knowledge through multiple encounters with a new concept. To develop conceptual understanding in constructivist settings, MSA-6 teachers assume the role of facilitators of meaningful learning experiences. Students build on existing knowledge as facilitated experiences help them discover the underlying concepts for themselves. This process deepens students’ knowledge and stimulates their curiosity and passion for learning. Students will discover how to learn, and develop the skills to become self-empowered learners. Experiential methods will engage each student and facilitate understanding of core concepts.

MSA-6’s after school programs will offer academic assistance to students who need it and provide a safe place for academic and non-academic enrichment outside the regular school day. The balance between academic and enrichment programs promotes a love of learning and positive feeling about the school experience.

New knowledge and skills must build on current knowledge and skills, using a combination of independent study and collaborative activities. Learning occurs best when motivation is intrinsic rather than extrinsic. Thus, teachers and

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\(^3\) S. B. Mertens and N. Flowers, “Middle school practices improve student achievement in high poverty schools,” Middle School Journal, pp. 33-43, Sep 2003.
parents play a critical role in developing the inner desire to know and to discover. A high quality learning environment must be one that is highly structured and generously flexible, allowing students to explore and discover, and operates with high standards that challenge students. Indeed, the ideal learning environment consists of a “community of scholars” in which teachers and students learn together through the open exchange of ideas and information.

Parent participation is an important element in MSA-6’s educational philosophy. Students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates and a better chance of continuing with their education after graduation. This is especially true for predominantly minority and/or lower income communities.

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

In order to be responsible members of society, students need to provide service to the community. Engaging in “real life” projects that are related to the curriculum will help students move from adolescence and school to adulthood and society. Therefore, MSA-6 students will be actively involved in various community service projects.

**Distinguishing Features in MSA-6’s Approach**

As our economy’s base has shifted from industry to technology, the digital exchange of information has become the cornerstone of success both in scholastic and subsequent undertakings. Problems facing our society at all levels are increasingly scientific and technological in nature. It has become apparent that our nation's economic future will require a technologically competent and highly adaptable workforce. To address these concerns effectively, young Americans need to be science and technology literate. MSA-6 bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in STEM. The comprehensive science education provided by MSA-6 helps students acquire a whole set of necessary intellectual habits and attitudes that might well be called “scientific habits of thinking,” an important component of critical thinking.

The curriculum at MSA-6 emphasizes collaborative learning, a key factor in fostering a cooperative work ethic. Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 420 million. Minorities will account for about 50% of the total population by 2050. These estimates also indicate that 85% of this increase in population will be the result of immigration from three areas of the world—Asia, Africa, and Mexico/Latin America. Over the next 50 years, it will be essential for people to work cooperatively in a multicultural environment while maintaining core cultural knowledge and values that allow for the development of social capital.

Recognizing that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, MSA-6 also works with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically.

In a school setting, teachers are the most critical role models for their students. MSA-6 emphasizes to its teaching staff the importance of scholarship, critical thinking, effective communication, social responsibility, tolerance, intellectual curiosity, persistent innovation, and continuous professional development so that these values and attitudes are conveyed

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to our students.

Small Class Size

At MSA-6, the enrollment numbers for the school site will be dependent on the building capacity and the number of classes that will be opened in each grade level, with approximately 30 students per class. The low student-teacher ratio guarantees close communication between the teachers and students and gives the teachers the opportunity to devote extra time to each student. This also makes it possible for children to learn at their own pace and receive the individual attention that is crucial for their positive development. Studies performed by Harvard University researchers show that smaller classes produce substantial improvement in early learning, and that the effect of small class size on the achievement of minority children is about double that observed for other children in the first four years of an experimental program in Tennessee.\(^1\)

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

In addition to increasing student achievement, smaller classes:

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

Goals

The MPS program aims to improve students' performance in reading, writing, and math, to reduce dropout rates, to achieve high student attendance rates, and to increase the number of students who pursue careers in STEM areas. Historically, the number of African American and Latino students pursuing careers in STEM areas has been very low. Recent research suggests that a significant cause of these low numbers is that the students from these ethnic backgrounds have inadequate exposure to intensive STEM curricula.\(^2\) MSA-6 is an indispensable addition to the community because its education program aims to:

- Increase students' interest in pursuing careers in STEM areas by offering an innovative and engaging instructional design.
- Provide a challenging, common core state standards-based curriculum designed to improve students' skills in STEM areas.
- Provide quality core instruction, including humanities and social sciences, that improves students' reading &

\(^{3}\) See Education Code Section 47601(a-c), (e)
writing skills & attitudes thereby increasing their chances of success in higher education and beyond.

- Sharpen students’ critical thinking skills by providing hands-on, inquiry-based activities.
- Provide intensive enrichment programs for both high and low achieving students.
- Improve students’ academic skills, especially of those who are performing below grade level, by providing a comprehensive tutoring program.
- Improve students’ organizational and study skills by offering a life-skills course.
- Empower students to become self-motivated, competent, and lifelong learners.
- Create a supportive and caring environment with small class sizes, and strong student-parent-teacher communication.
- Reduce dropout rates by providing academic and social support in a small school environment.
- Teach students to think objectively and critically, respect truth, and be socially responsible.

The above program goals are in alignment with the MPS mission and vision and support the Student Learning Outcomes (SLOs) developed with the collaboration of the school community and the MPS Central Office. MPS has also established core academic skills and lifelong learning and interpersonal skills that MPS expects its graduates to have mastered. Please refer to Elements 2 & 3 for those skills, along with representative measurable outcomes and sample assessment tools. Elements 2 & 3 also include goals related to the Eight State Priorities as identified in the California Ed Code Section 52060(d) and the actions MSA-6 will take to achieve these goals.

Local Control and Accountability Plan

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

Pursuant to Education Code § 47605(b)(5)(A)(ii), please see Table 1 in section 2.1, “Measurable Goals of the Educational Program,” describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code § 52060(d), and specific annual actions to achieve those goals.
1.4 INSTRUCTIONAL DESIGN

MSA-6 implements an education model designed by the Accord Institute of Education Research (Accord). Accord is a non-profit research institution based in Orange County, CA, that focuses on education quality and ongoing education improvement by offering innovative ideas, promising practices, and scientific research on K-12 education to schools in the form of curriculum, professional development training, and school improvement initiatives. The research-based education model designed by Accord has been implemented by highly successful STEM focused charter schools that are clients of Accord. The model has four major components: Data-Driven Design, STEM Focus for Creativity and Innovation, Life-Long Learning, and Accelerated Academic Achievement.

![Accord Education Model Diagram]

Figure 1 – Accord Education Model

MPS has developed this proven model over the years with services and support from Accord. As explained in Element 4, “Governance,” MPS Central Office (MPSCO) provides supervision, support, and services to all its schools to ensure its education model is implemented efficiently and successfully. Central Office responsibilities include curriculum development, professional development, data management, and other services outlined in section 4.3, “MPSCO.” MPSCO outsources some of those services to Accord. Specifically, MSA-6 will receive services and support from Accord in areas including, but not limited to, the following major categories:

- Program accountability and evaluation reports (student achievement and growth analysis including data triangulation, surveys, etc.)
- Curriculum development (A+ Advanced STEM program, Technology Integrated Education (TIE), Computer Science curriculum, Get Ready For Life (GRFL) curriculum, etc.)
- Professional development (workshops for teachers, deans of academics, and principals, STEM conference, data analysis workshops, teacher observation and support)
- College readiness programs and training (college advisor workshops, trainings and ongoing support, College Mentorship and Leadership program)
- Supplemental program development (High School Advisory, STEM focused after-school clubs/contests such as MathMatters, etc.)

MSA-6 will continue to implement this education model to support its curriculum that is based on the California State Content Standards and the Common Core State Standards, frameworks and benchmarks for assessment in each of the content subject areas. This section explains the Accord Education Model and how MSA-6 designs its educational program around it.
1.4.1 Data Driven Design

California’s high stakes standardized testing program provides results too late for meaningful academic adjustments. Therefore, MSA-6 students will be tested in the beginning of the school year and at least three times during the year with standards-based and large-scaled tests, and necessary adjustments to the instruction are made based upon the data. MSA-6 will implement an effective method to help its low-achieving students as explained below:

A. Identifying Low-Achieving Students Through Computer Adapted Tests

MSA-6 uses Northwest Evaluation Association (NWEA)'s computer-adapted tests, called Measures of Academic Progress ("MAP"), to evaluate student learning and to differentiate instruction to meet student needs.

These campus-wide tests are used to measure individual levels of student performance reflected in state adopted content standards. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of remediation and intervention.

MAP is administered three times every academic year. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how MSA-6 students are performing. The assessments adapt to the student’s ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age.

The first MAP test of the year is implemented in the first two weeks of the school year. NWEA provides test results within 24 hours of the test allowing the school administration and the teachers to plan necessary interventions for low achieving students. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

Students are tested in four main subject areas: Reading, Language Usage, Mathematics, and Science. MAP produces reports in subject areas and subcategories and within each subject area student performance can be identified as:

- Proficient and growing
- Proficient and not growing
- Growing but not proficient
- Not growing and not proficient

B. Differentiated Instruction

MSA-6 is well-equipped to meet the needs of a diverse student body with multiple learning styles. Students are assigned class activities based on their identified levels that are determined by MAP and other placement test results. Teachers differentiate instruction per their students’ cognitive and social needs. In-class assessments are also used to determine the level of understanding students and design individualized instruction. Teachers utilize strategies that include tiered assignments, interest centers/groups, independent projects, flexible grouping, and varying questions.

Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced test questions, Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, educational materials that provide review and re-teaching are used. McGraw Hill’s Acuity program software, Holt McDougal Publisher's resources, and the
Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and instructional materials based on California content standards/framework which have not been achieved.

For details of how differentiated instruction is implemented for English Learners, please see section “English Learners.”

C. Department and Grade-Level Meetings

Biweekly staff meetings at MSA-6 are organized by subject and grade level during which teachers discuss student progress, reviewing and adjusting strategies as indicated. With the approval of the school administration, these changes are made.

Staff share best practices and discuss issues such as academic and behavior support for students including peer tutoring, mentorships, RTI, tutoring, IEP, 504, homework load, differentiation, grading uniformity, long-term projects, horizontal and vertical curriculum alignment, and other departmental or grade level issues, etc.

D. Early Intervention

MSA-6 identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. Continuous free tutoring, individual teacher mentoring and support, after school programs; home visits, motivational guest speakers, parent meetings, university and college visits, and field trips shape the educational vision of the student and the family.

Parents are invited to meet their child’s teachers and are encouraged to participate in their child’s education and are provided tips and training for doing so.

Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. Individual and small group tutoring as well as homework clubs are also available. Low achieving students’ progress is quantitatively measured through MAP, Acuity, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year’s academic progress within the school year.

MSA-6 has a small class size. This certainly enhances each teacher’s ability to give individual attention to students. This is critical for socio-economically disadvantaged and low-achieving students. Teachers can very effectively monitor the progress of the students in a small-size class.

E. After-School Tutoring

MSA-6 will build an educational environment that includes after-class individual attention through the after-school tutoring program. Students receive tutoring from the faculty and also from volunteers from area universities. It is structured 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. The tutoring program also benefits students who are not classified as low achievers. Tutors are available to students performing at or above grade level upon request. These tutoring sessions generally occur after school, but some may be scheduled on weekend days, depending on student and parent need.

McGraw Hill's Acuity program, Holt McDougal Publisher’s resources, Kuta software, Khan Academy, and Accelerated Math programs are also utilized in order to provide students with personalized worksheets adjusted according to the student’s needs.
1.4.2 STEM Focus for Creativity and Innovation

1.4.2.1 STEM Emphasis in Curriculum

In agreement with the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), MSA-6 believes that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a technologically oriented and global environment. A significant step toward helping students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum. MSA-6’s educational program specifically emphasizes science, technology, engineering and math (STEM) education. While the curriculum concentrates on STEM, it also provides a solid instruction in humanities and social sciences to educate the whole child.

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

Science courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. Students who have experience applying scientific inquiry and reasoning to real-world problems in the classroom will have a clear advantage when they are exposed to the types of questions that require similar thought and reasoning process as adults.

In keeping with the STEM emphasis, advanced courses are offered to spur interest and prepare students for STEM related careers. Science classes employ technology in laboratory explorations and experimentation. Computer simulations assist in expanding the number of lab opportunities in all grade levels. Teachers effectively use the inquiry-based approach to engage students in the learning process while encouraging high levels of interest. Students’ observations and reflections are the key factors for maximum learning results through hands-on instruction.

MSA-6 implements peer tutoring to challenge both high and low achieving students. To enhance critical-thinking skills, students work on inquiry-based activities and projects outside of the classroom throughout the school year. Each year MSA-6 organizes a school-wide science fair and history fair, in which all students participate. MSA-6 students then move on to participate in the regional and statewide science fairs.

Teachers use instructional aides such as LEGO Mindstorms Lab to spur interest and enhance teaching and learning practices in math, science and technology, as well as basic engineering skills. Skills in programming, physical coordination, and sequencing are developed using these tools.

In collaboration with Accord, MSA-6 organizes and participates in math and computer programming competitions for elementary and middle school students throughout the county. Through various activities, competition days become a targeted event to arouse student interest. Please see the Introduction section for such competitions and activities, and a partial list of achievements MSA-6 students have received in five years.

MSA-6 will offer a variety of after school clubs to students to stimulate their interest in and extend their knowledge of
various subjects covered in the classroom. Students who are high achieving in math and science are invited to participate in the A+ program, an advanced math & computer program provided by Accord that is designed to motivate and encourage students in grades 6-12. A+’s condensed program helps students develop their critical and analytical thinking skills while providing a challenging academic environment. MSA-6 offers electives and clubs to give students access to STEM programs early on. These programs include but are not limited to Computer Literacy 1&2, A+ (Advanced STEM) courses, and A+ (Advanced STEM)/MathCounts, First Lego League, and Science Olympiad clubs. The school also involves parents in co-facilitating such after-school programs and activities.

1.4.2.2 Inquiry-based Instructional Approach

The MSA-6 program seeks to:

- Increase students' interest in science, mathematics and reading by innovative, engaging common core 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-6 students the essential math, science and technology skills needed to be successful and to forge a deeper understanding of learning, the MSA-6 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).

MSA-6 bases its education program on the following principles:

**Students 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.

**Students Accept an "Invitation to Learn" and Readily Engage in The Exploration Process:**

1. Students 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.

_Students Plan and Carry Out Investigations:_

1. Students 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.

_Students Communicate Using a Variety of Methods:_

1. Students 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.

_Students Propose Explanations and Solutions and Build a Store of Concepts:_

1. Students 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.

_Students Raise Questions:_

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

_Students Use Observation:_

1. Students 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.

_Students 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.

**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.

The instructional program at MSA-6 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
- Ongoing assessment
- Student demonstration
- Technology
- Differentiated curriculum

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 dialogue 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 handouts with lots of place for students to write their answers
- 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

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.
- Students 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 a while, 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. The traditional approach is sharply weighted toward the cognitive domain of growth, whereas 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.
Activities can be created in which the entire class works on a single question as a group (the whole group must truly care about the question) or in teams working on the same or different questions. Inquiry-based learning also works well when each student develops an individual project if some elements of collaboration or sharing are required.

- 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, a spirit of inquiry can be cultivated even with the youngest student, 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.

1.4.2.3 Technology Integrated Education (TIE) ©

Technology Integrated Education (TIE) is a distinguished program of MSA-6, integrating Math, Science, Social Science and Language Arts classes with technology education in a fun and comprehensive way.

This unique program includes:

a. Accord’s technology curriculum that provides crucial technology tools and develops critical skills that help students gain acceptance to and graduation from a 4-year university with an S&E major.

b. Core class integration projects that require higher order learning and improving critical thinking skills.

TIE consists of:

1. Comprehensive and detailed technology curriculum
2. Teaching materials and assessment tools
3. Professional training for computer and core class teachers

The TIE curriculum is based on the National Educational Technology Standards for Students (NETSS) and International/European Computer Driving License (ICDL/ECDL). The ICDL is the world’s leading credential to obtain a job, improve job performance and promotion opportunity.

TIE is designed and developed with a constructivist approach that accommodates different learning theories and practices such as project-based learning, student-centered learning, and differentiated instruction.

An effective professional training component is a must for any successful educational program. Accord provides an in-depth professional training program to teachers who will implement it.

Differences of TIE from traditional practices

In our contemporary era of technology, every school has computers and claims to use computers in education. However, the important question is how effectively they are used. Research indicates the use of technology in education will result in “good” learning only through successful implementation.\(^1\)

All students complete a multi-year, comprehensive, and detailed technology curriculum based on the International Computer Driving License in TIE whereas in the traditional public school setting, only some students in vocational

programs pursue a multi-year comprehensive technology curriculum.

Traditionally, technology is used as conveyors of information, communicators of knowledge, or tutors of students. In this method, students are supposed to receive the conveyed information and recall it later when asked and provide the expected response. Students use pre-designed and ready-made technology products such as tutoring software, online flash applets and games and online courses. Other than the classes of a few exceptional teachers, integration projects are confined to "writing a report" and "making a presentation", that are usually random and do not require any advanced technological standards in terms of variety, quality or quantity. Unfortunately, the Majority of research on the effectiveness of the traditional way of using technology in education, or as we call it here “technology assisted education”, have produced "no significant differences” in learning as a result of these interventions1.

Technology Integrated Education (TIE) is a significant departure from the traditional way technology in education is used. Technology is employed as cognitive tools in TIE as described by Dr. David H. Jonassen2. Cognitive tools refer to the technologies that enhance the cognitive powers of human beings during thinking, problem solving, and learning. Accord is one of the few institutions worldwide working extensively on developing tools for implementation and professional training.

Benefits of TIE

a- Critical Thinking and Higher Order Learning

Technology Integrated Education facilitates critical thinking and higher order learning through assignments and projects in spreadsheets, databases, multimedia/hypermedia construction, and computer programming. Students build knowledge bases, analyze their findings using analytical tools, represent what they understand using mental models, and present them with advanced presentation techniques.

b- Generative Processing Of Information

TIE engages generative processing of information3 through online research projects that involve creation of students’ own media to present the information processed. While working on these projects, students learn the research topic at a higher order by developing appropriate mental models, using them to interpret new information, assimilating new information back into those models, updating the models according to the new information, and finally using those updated models to explain, interpret, or infer new knowledge4. When Internet is used as a cognitive tool, online research results in knowledge acquisition and integration as a constructive process that engage learners in knowledge construction rather than knowledge reproduction.

c- Student-centered

TIE actively engages learners in creation of knowledge that reflects their comprehension and conception of the information rather than focusing on the presentation of objective knowledge. It is learner controlled, not teacher or technology-driven5.

d- Project-based, hands-on learning

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2 Source: http://itech1.coe.uga.edu/itforum/paper1/paper1.html
5 Source: http://itech1.coe.uga.edu/itforum/paper1/paper1.html
In project-based learning, students use technology and inquiry to engage with issues and questions that are relevant to them, which is intended to bring deeper learning. TIE naturally provides students with hands-on learning opportunities through its technology integration projects.

**e- Differentiated learning**

Differentiated learning promotes an environment where all students can learn effectively regardless of differences in ability. TIE makes use of the fact that classrooms that utilize technology provide the possibility of assigning differentiated tasks to students based on their individual needs.

**f- Autonomous, life-long learning**

Students must be self-motivated, autonomous, life-long learners to keep up with the rapidly advancing technology. TIE activities transform students into autonomous learners with its tutorial-based structure while teachers act as facilitators and provide students with individual assistance.

**g- Higher student motivation**

TIE activities have a fun side attracting students into the integrated content, which helps place students back on track, who may otherwise have been lost in core classes.

1.4.2.4 **Computer Science Program**

In conjunction with the Technology Integrated Education (TIE) instruction, MSA-6 implements Accord’s Computer Science Program. The elementary component of this curriculum focuses on basic computer literacy skills as well as problem solving and creative thinking. The middle school component of this curriculum aims to provide strong skills in computer literacy and fundamentals of computational thinking in 6th and 7th grades and transitions into conceptual understanding of high school electives in 8th grade. The high school component of the curriculum is composed of computer elective courses and the Advanced Placement Computer Science course.

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1.4.3 Life-long Learning

The scale of current economic and social change and the rapid transition to a knowledge-based society are all challenges which demand a new approach to education and training, within the framework of lifelong learning. Lifelong learning is defined as ‘all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.’

Every student has the potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Many students are prone to fail because of lack of vision, or because they do not have necessary assistance and guidance required of their families. The instructional design at MSA-6 is prepared so that students have role models around them to provide vision and guidance. Students are motivated to focus on learning, and gain self-confidence with the discovery of their potential.

MSA-6 has a guidance program aligned with American School Counselors Association (ASCA)’s National Model for School Counseling Programs. This program includes following effective means of counseling students in addition to responsive services and individual student planning.

A. High Expectations

Numerous research studies have shown that high expectations yield better results at schools. The No Child Left Behind Act of 2001 (NCLB) requires states, districts, and schools to hold high expectations for all students and work to improve outcomes for all numerically significant subgroups.

MSA-6 expects its graduates to:

- Be successful in high school, attend a 4-year college and pursue a career, preferably in STEM fields.
- Possess the qualities and character of educated citizens of the 21st century.

To prepare students for these goals, MSA-6 will require:

- A High School Planning project in 8th grade to be presented to classmates and parents on their high school planning and coursework.
- A college and career planning project again to be presented to classmates and parents in 10th grade.

B. Guidance Programs

1. Get Ready For Life (GRFL) Program

MSA-6 uses the “Get Ready for Life (GRFL)” program designed by Accord. This program contains topics on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, College and Career Awareness and Character Education.

Recognizing the importance of character education, the United States Congress authorized the Partnerships in Character Education Program in 1994. NCLB renewed and expanded the emphasis on character development. The family is the most important place for character and moral education, but public schools are partners with the family.

GRFL is an enrichment course that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest

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1 Source: http://www.esae.org/articles/2007_08_005.pdf
speakers and various forms of technology also engage students in the course content.

GRFL themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the GRFL topic of the week to support MSA’s effort to inspire positive principles of conduct in future leaders.

Please see section 1.5.4, “Courses Explained,” for more information about MSA-6’s GRFL program.

2. College Prep And Counseling

2.1 College Readiness

MSA-6’s educational program focuses on strengthening basic academic skills in middle school in order to build a solid foundation for a college preparatory high school program. MSA-6 will offer:

- Courses that meet the University of California’s “a-g” admission requirements
- CollegeEd® - a college planning and career exploration program for middle and high school students
- Advanced Placement (AP) Courses
- Special programs to prepare students for the SAT and ACT tests, such as SAT classes and SAT boot camps
- Special interest classes and clubs, such as web authoring, programming, robotics, debate, journalism, and photography. MSA-6 will offer electives and clubs for students interested in pursuing particular disciplines in STEM areas.
- Comprehensive college counseling
- Continuous career counseling, career days, college fairs, and guest speakers
- Use of an online tool to create a multi-year academic plan to track graduation requirements with an opportunity to explore careers and colleges.
- 4-year academic plan, outlining the classes a student will take during their four years of high school.
- Structured after-school academic tutoring

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

Every student is provided access to grade level and college preparatory courses. In addition, MSA-6 will provide academic intervention programs to support students who are struggling academically. The academic intervention programs include: structured after-school academic tutoring, use of small group instruction during intervention classes for students who continue to struggle academically, and learning contracts for students.

MSA-6 will offer electives for students interested in pursuing particular disciplines in STEM areas. For example, students who plan to pursue a career in engineering have the chance of taking high-level math classes.

MSA-6 will prepare students for college admission tests such as SAT I and SAT II Subject tests. This includes special after-school classes and tutoring.

MSA-6 will help high school students that continue to struggle academically by creating a plan that articulates the
student’s academic standing, course credits, academic path to college, and development of an individualized learning plan, academic intervention plan with benchmarks developed by the student, parent and teacher towards academic progress and proficiency.

Academic interventions at MSA-6 are targeted and the staff use data to closely monitor our students’ academic progress. Discussion of each student’s progress or lack thereof takes place during department and grade level team meetings, including during SST. The GRFL course curriculum incorporates at least two months towards college and career planning, and the schools provide a college-going culture through field trips to colleges/universities, after-school social enrichment programs, culture of high expectations, advanced math courses and through our Technology Integrated Education (TIE) and computer courses.

2.2 College Mentorship and Leadership Program (CMLP)

MSA-6 uses the “College Mentorship and Leadership Program (CMLP)” designed by Accord. This is a voluntary mentorship program designed to help qualified students to improve their skills in the following areas:

- Academics
- Athletics
- Character Education/Leadership
- Voluntary Public Service

MSA-6 believes that students, within a collaborative and cooperative environment, will excel at academics while reaching their full intellectual, mental, physical and emotional potential. CMLP is based on a committed long-term mentor-mentee relationship that encourages and equips students for life-long learning and prepares for admission into top US and World colleges.

Students in the CMLP program sign commitment to the program goals and requirements that include weekly, monthly, and annual benchmarks. Parents will be involved and community resources will be used to implement a successful program. Through this program, students will also be eligible to receive a bronze, silver, or gold Congressional Award. Please see Appendix B7 for the CMLP handbook.

C. Home Visits

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.1 Knowing the students’ outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-6 uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

MSA-6 teachers 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. MSA-6 staff uses an “Activity Module” in its school information system, i.e., CoolSIS, to plan and record home visits. Please see Appendix B5 for more information about MSA-6’s Home Visit Program.

1 Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml
D. Field Trips And Guest Speakers For Motivation

Field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. 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 (e.g., Jet Propulsion Lab), a university campus (e.g., UCLA, USC, CalTech, UCI, and CSU-Long Beach), and meeting with scientists during these field trips or through guest speakers on campus will motivate the students. Especially when some of these guest speakers or people they meet during field trips share the same culture with students, students will find 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.
1.4.4 Accelerated Academic Achievement

The Accord Education Model envisions high academic achievement rooted in the belief that all students can learn and excel. Many students need enhanced academic challenges than what they currently receive, as well as more opportunities to develop their skills and talents. MSA-6 strives to provide students with means to reach their full potential.

A. Advanced Placement (AP) Courses

MSA-6 will offer Advanced Placement (AP) classes as it expands into the high school grades, starting in 2015-16 school year. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

B. Advanced Math Courses

MSA-6 students who are enrolled in a grade level math course are on the college-preparatory course path to enroll in Geometry by the 9th grade, Algebra 2 (Trigonometry) in the 10th grade, followed by Pre-Calculus and Calculus, fulfilling the UC math course (B Requirement) upon high school graduation. In addition, MSA-6 offers an advanced math course at each grade level for students who are ready to be enrolled in a math course above California Department of Education’s expectations. For example; students who are ready will be able to enroll in Algebra-1 in the 7th grade and Geometry in the 8th grade.

C. A+ (Advanced STEM) Program

A+ is MSA-6’s program for gifted/highly gifted students. This program helps students develop critical and analytical thinking skills while providing them with a motivational and challenging environment of prestigious regional, national, and international math, science and computer competitions. Ultimately, students in this program prepare for the International Olympiads where 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.

A+ program is offered through MSA-6’s partnership with Accord that aims to motivate and encourage students to advance their studies and pursue careers in STEM fields. In the A+ computer class, students learn the programming language C++ and Scratch. Scratch is programming language for beginners; C++ is programming language for high school and college students. In A+ math class, students learn creative problem solving strategies.

Through A+ program, MSA-6 students prepare for the following competitions:

- International Mathematics Olympiad (IMO)
- International Olympiad in Informatics (IOI)
- USA Math Olympiads (USAMO)
- USA Computing Olympiads (USACO)
- American Mathematics Competitions (AMC-8, AMC-10, AMC-12, AIME)
- MathCounts
- Math League
- Math Olympiads for Elementary and Middle Schools (MOEMS)
- Gauss League (Accord Institute’s Math Competition)
ACCompete (Accord Institute’s Computer Science Competition)

A+ is offered both as an elective class during the school day and after school club at MSA-6. Students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. They get coached by Accord’s A+ program coaches.

D. Academic Clubs

Academic clubs are an important extension and integral part of MSA-6's program. In addition to its rigorous STEM courses, MSA-6 offers these clubs to give students access to STEM programs early on. These academic clubs include First Lego League, A+ (Advanced Math), A+ (Advanced Computer), and Science Olympiad clubs. Through these clubs, students get the opportunity to participate in regional/nationwide contests such as:

- **Math:** American Mathematics Competitions, International Mathematics Olympiad, MathCounts, Math League, Math Olympiads for Elementary and Middle Schools
- **Science:** Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl
- **Computer and Technology Related:** USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, SimCity Future City Design
1.5 CURRICULUM

The school leadership and faculty of MSA-6 ensure that all students are provided with a rigorous, relevant, coherent, standards-based college-preparatory STEM curriculum that supports the vision and mission, the academic standards, and goals of the school. While the curriculum concentrates on a hands-on approach to STEM areas, the school also provides a solid education in humanities and social sciences to educate the whole child.

MSA-6 will adopt and transition to the Common Core State Standards (CCSS) which were developed through a state-led initiative to establish consistent and clear education standards for mathematics and English Language Arts and Literacy in History/Social Studies, Science and Technical subjects that would better prepare students for success in college, career, and the competitive global economy. MSA-6 collaborates with Accord in reviewing and revising all curricula to ensure it is aligned to the common core state-standards and ready for implementation when common core standardized testing is in place.

MSA-6 curriculum immerses students in the scientific method and encourages them to use computers and the Internet to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students become self-reliant, independent problem-solvers. In keeping with the STEM emphasis at MSA-6, advanced courses are available in these subjects. Please see Section 1.4.2, titled “STEM Focus for Creativity and Innovation,” for further details.

MSA-6 teachers will develop curriculum maps at the beginning of each school year, clearly defining the course objectives with an alignment to the California State Content Standards, the Common Core State Standards, and the academic needs of our students based on Smarter Balanced and MAP test results. They will develop weekly lesson plans that include clearly outline objectives, use of academic language, use of various instructional strategies, and assessments that check for understanding. The lesson plans will be submitted to the school administration for review and feedback prior to implementation.

MSA-6 teachers will regularly meet in departments and grade levels where they share best practices, receive feedback and collaborate on horizontal and vertical alignment of the MSA-6 curriculum across grades and subjects. Curriculum revision and refinement processes will be continuous and collaborative based on student performance assessment and data. These processes will continue in the summer and at the beginning of the school year as part of comprehensive in-service programs.

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

1.5.1 Middle School Curriculum

In grades 6 through 8, students are required to take core courses in Mathematics, Science, English-Language Arts and History-Social Science. In addition, the following courses are also part of the comprehensive education program and may be offered depending on student needs/demands and availability of teachers and resources: Math/ELA Booster, Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, Get Ready For Life (GRFL), Sustained Silent Reading (SSR), and other elective courses that students can choose from.

Core Curriculum Areas

Mathematics

The math curriculum at MSA-6 is based on the common core state standards. All students at all grade levels will be engaged in challenging, hands-on math activities that include manipulatives, simulation, real world problems, model manipulation and creation, and 3-D puzzles. The activities will be integrated throughout the curriculum. Most math activities will be multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving.

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

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

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

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\(^1\) Source: http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf
### Mathematics Courses:

<table>
<thead>
<tr>
<th><strong>MATHEMATICS</strong></th>
<th><strong>MATH 6</strong></th>
<th><strong>MATH 7</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics Courses:</strong></td>
<td>In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.</td>
<td>In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.</td>
</tr>
<tr>
<td><strong>MATH 8</strong></td>
<td>In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.</td>
<td>This course differs from the non-accelerated 7th grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</td>
</tr>
<tr>
<td><strong>ALGEBRA I (8TH GRADE)</strong></td>
<td>The fundamental purpose of 8th Grade Algebra I is to formalize and extend the mathematics that students learned through the end of seventh grade. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. In addition, the units will introduce methods for analyzing and using quadratic functions, including manipulating expressions for them, and solving quadratic equations. Students understand and apply the</td>
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</table>
Pythagorean theorem, and use quadratic functions to model and solve problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

Science

The school curriculum is based on the state framework and state standards following Next Generation Science Standards (NGSS). The NGSS framework is organized into four major domains: the physical sciences, the life sciences, the earth and space sciences, and engineering, technology and applications of science. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas which provide more organizational development of the core idea.

The science program at MSA-6 will use hands-on science curriculum that will be formulated using inquiry-based research topics. From the earliest grades, students will experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The middle school curriculum will ensure that science is integrated into the lessons and activities. Students will explore Disciplinary Core Ideas (DCI) in Life Sciences, Earth and Space Sciences, and Physical Sciences in the cross-curricular units and programs.

Inquiry and exploration will be the basis of each curriculum unit in science classes. Key questions will be given to students and the emphasis will be on the process and the questions to be asked, rather than focusing on a finite answer or “drill and kill” activities. Students will build on their understanding of science concepts, learn to apply the scientific method, and use technology in laboratory explorations and experimentation. In the process, depth over breadth will be emphasized and students will become self-reliant, independent problem-solvers. Students at MSA-6 will also have off campus field trip experiences and meet with professionals in STEM areas during these field trips or through guest speakers on campus. These experiences will deepen and enhance classroom study, and enhance students' vision of science.
**Science Courses:**

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<tr>
<th>SCIENCE 6</th>
<th>SCIENCE 7</th>
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<tr>
<td>This course emphasizes the study of earth science providing students with an introduction to the Earth's history and the mechanisms that account for the planet's topography, weather phenomena, and interactions of living things within the Earth's system. The course focuses on learning how two sources of energy (the Sun and the radioactive decay inside the Earth) power convection currents that cause weather, the reshaping of the Earth's surface, and the continuation of ecosystems. Through the investigation and experimentation standards, students learn and apply the scientific methods, interpret maps, interpret events by sequence and time, and identify changes in natural phenomena.</td>
<td>This course focuses on life science with the study of cells, body systems, and genetics and the history of life on Earth. Examination of the evolution of life through the geologic history learned in grade six receives considerable emphasis. The physical science principles that underlie biological structures and functions (e.g., light, levers, blood pressure) are studied to gain a deeper understanding of living systems. Through the investigation and experimentation standards, students learn how to use appropriate tools and technology and a variety of print and electronic resources, communicate ideals logically, construct scale models and diagrams to communicate knowledge, and communicate the steps and results from investigations.</td>
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<tr>
<th>SCIENCE 8</th>
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<tr>
<td>This course focuses on topics in chemistry and physics. The topics in chemistry focus on the structures of matter, behavior of atoms and molecules and the chemical makeup of living systems. Physics topics focus on motion, forces, and density and buoyancy that are explored as aspects of the behavior of matter. The Earth and the solar system are studied according to the physical interactions of bodies in space. Through the investigation and experimentation standards, students learn how to plan and conduct a scientific investigation, evaluate data, distinguish between variables and controls, construct linear graphs, and manipulate simple mathematical formulas.</td>
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</table>
English Language Arts

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

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

Writing serves as an important vehicle for learning, and MSA-6 students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that every student must be able to express themselves clearly through writing in every subject. As the common core writing standards’ phrase it, “For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.”

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

English Language Arts Courses:

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<tr>
<th>ENGLISH LANGUAGE ARTS 6</th>
<th>ENGLISH LANGUAGE ARTS 7</th>
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<tbody>
<tr>
<td>Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a Standards-based goal for all students. Students’ understanding of the precise meaning of words, English instruction is critical language conventions, structural features of informational text and</td>
<td>In seventh grade, the English language arts standards establish a higher level of communication skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade students build on their communication and collaboration skills from earlier</td>
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</tbody>
</table>

1 Source: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
materials, and to developing fundamental elements of literature all support greater comprehension of what they read, students’ literacy and see, and hear.

ENGLISH LANGUAGE ARTS 8

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

The History/Social Science curriculum will be aligned with the state framework and offer students grounding in local, California, and United States history and an understanding of the development and operation of the three levels of government. The curriculum will also introduce world history through literature, culture, arts and current events. The social science curriculum will focus on inquiry-based questions to explore topics using research and critical thinking skills. Students will use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

History/Social Science courses at MSA-6 use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies¹, social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

History/Social Science Courses:

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<thead>
<tr>
<th>HISTORY/SOCIAL SCIENCE</th>
<th>HISTORY/SOCIAL SCIENCE 6</th>
<th>HISTORY/SOCIAL SCIENCE 7</th>
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<tbody>
<tr>
<td>Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. The fundamental aspects of this period that students will study in this course include:</td>
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<td>- The movement of early humans across continents and their adaptations to the geography and climate of new regions.</td>
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<tr>
<td>- The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and</td>
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<td>The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present day world maps. We can identify several major changes that took place during medieval and early modern times.</td>
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<td>- Long-term growth, despite some temporary dips, in the world's population, beyond any level reached in ancient times.</td>
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<tr>
<td>- A great increase in agricultural and city-dwelling populations in the world compared to hunters and gatherers, whose numbers steadily declined.</td>
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<tr>
<td>- Technological advances that gave humans power to produce greater amounts of food and manufactures, allowing global population to keep rising.</td>
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<tr>
<td>- Expansion of long-distance commercial, technological, and cultural exchanges. By the</td>
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¹ Source: http://www.ncss.org/positions/powerful
architecture, and systems of writing.

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

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

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<tr>
<th>HISTORY/SOCIAL SCIENCE 8</th>
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<tr>
<td>The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students will view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course will also explore the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.</td>
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</table>

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

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

The chronology may be divided into four major periods to help teachers and students to make sense of the flow of significant changes in world history. Students may explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Students can use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.
Additional Programs

In addition to the above core curriculum, MSA-6 will offer programs (courses and/or clubs) in the areas of, including, but not limited to, Intervention, Languages other than English, Visual and Performing Arts, Computers and Technology, and Physical Education.

Early Intervention

As explained in section 1.4.1, “Data Driven Design,” we believe that early intervention is a must. MSA-6 quickly identifies the low-achieving students in the first weeks of the academic year, and implements an early intervention program. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions, Accelerated Reader & Accelerated Math tests, STAR Reading diagnostic tests, Study Island tests, and teacher-designed tests.

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

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

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

Students who need additional time beyond the regular classroom instruction and who have failed to meet standards based on formative and diagnostic assessments will be provided Tier 2 interventions. Tier 2 intervention focuses on additional support for specific skill sets. Typically, supplemental materials are used for short periods of time for Tier 2 interventions.

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

The Dedicated Time Intervention Model that is written in to the schedule for the MSA-6 program is a flexible intervention that can be used with a variety of curriculum and varying schedules. The principal idea in Dedicated Time is that a school intentionally builds consistent math and ELA intervention time into the entire school schedule.

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

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

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

*Intervention Courses:*

<table>
<thead>
<tr>
<th>INTERVENTION</th>
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<tbody>
<tr>
<td><strong>ELA BOOSTER</strong></td>
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<tr>
<td>This ELA course is designed to enhance the student’s knowledge of prerequisite skills that are needed to access the grade level ELA course. ELA Booster is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.</td>
</tr>
</tbody>
</table>
**Language Other Than English**

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

**Language Other Than English Courses:**

<table>
<thead>
<tr>
<th>LANGUAGES OTHER THAN ENGLISH</th>
<th>TURKISH</th>
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<tbody>
<tr>
<td><strong>SPANISH</strong></td>
<td>This course is designed to teach students about the language and culture of the Turkish people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Turkish culture by acquainting students with art, literature, customs, and history of the Turkish people.</td>
</tr>
<tr>
<td><strong>TURKISH</strong></td>
<td>This course is designed to teach students about the language and culture of the Turkish people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Turkish culture by acquainting students with art, literature, customs, and history of the Turkish people.</td>
</tr>
<tr>
<td><strong>CHINESE</strong></td>
<td>This course is designed to teach students about the language and culture of the Chinese people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Chinese culture by acquainting students with the art, literature, customs, and history of the Chinese people.</td>
</tr>
<tr>
<td><strong>TURKISH</strong></td>
<td>This course is designed to teach students about the language and culture of the Turkish people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Turkish culture by acquainting students with art, literature, customs, and history of the Turkish people.</td>
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</table>

This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.
Visual & Performing Arts

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

Visual & Performing Arts Courses:

<table>
<thead>
<tr>
<th>VISUAL &amp; PERFORMING ARTS</th>
<th>INTRODUCTION TO MUSIC</th>
</tr>
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<tbody>
<tr>
<td><strong>FUNDAMENTALS OF ART</strong></td>
<td>This class is designed to develop the student's ability to make discriminating judgments regarding music through a variety of musical experiences. The class is inclusive of secondary music standards instruction, the elements of music as found in many different styles, cultures, and periods of music. Classes may include Mime and Music, Music Introduction, Today's Music, Music of Yesterday and Today, Music Survey, World of Music, and others. This class does not normally perform as a group other than an end of course demonstration of learning.</td>
</tr>
<tr>
<td>This is a basic course in the fundamentals of art expression taught to the proficient and/or advanced visual arts standards. The course may include experiences in drawing, painting, two- and three-dimensional design, and sculpture. The course emphasizes observations, interpretation of the visual environment, and imagination and symbolic subjects. Included are application of the elements and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.</td>
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<tr>
<td><strong>THEATRE/PLAY PRODUCTION</strong></td>
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<td>This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.</td>
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</table>
Physical Education

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

Physical Education Course:

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
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| Courses offered in the Physical Education department are designed to help the students’ develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students’ will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.

The Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal of the program is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. |

A+ (Advanced STEM) Program

In grades 6 through 8, students are offered A+ (Advanced STEM) courses as elective.

A+ (Advanced STEM) Course:

<table>
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<tr>
<th>A+ (ADVANCED STEM) PROGRAM</th>
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<tr>
<td>A+ (ADVANCED STEM) PROGRAM</td>
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</table>
| As explained in section 1.4.4, “Accelerated Academic Achievement,” A+ is MSA-6’s program for students achieving above grade level. This condensed training program helps students develop their critical and analytical thinking skills while providing them with a motivational and challenging environment by utilizing prestigious math, science and computer competitions at the regional, national and international level.

A+ is offered both as an elective class during the school day and after school club at MSA-6. Students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies where they get coached by Accord’s A+ program coaches.

Please see Appendix B3 for MSA-6’s A+ (Advanced STEM) curriculum, guidelines, and handbooks. |
Get Ready For Life (GRFL) Program

In grades 6 through 8, students are offered Get Ready For Life (GRFL) courses for one hour a week.

Get Ready For Life (GRFL) course:

<table>
<thead>
<tr>
<th>GET READY FOR LIFE (GRFL) PROGRAM</th>
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| As explained in section 1.4.1, “Life-long Learning,” MSA-6 uses the “Get Ready for Life (GRFL)” program designed by Accord. This program contains topics on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, College and Career Awareness and Character Education. Throughout the GRFL course offered at MSA-6, we put into practice a well-structured character education plan through the GRFL class, announcements, quotes displayed on the board, special events and activities, and curriculum integration. The GRFL program addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including: Bullying, Cyber bullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

GRFL is an enrichment course that provides students with valuable skills to excel academically and socially in the 21st century. Students will participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology will engage students in the course content.

Lesson plans include exemplary stories, effective PowerPoint presentations on character traits such as trustworthiness and integrity, skits by students and community activities such as nursing home visits. 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. Approximately every month there will be a different topic that is discussed.

Please see Appendix B6 for an illustration of MSA-6's “Get Ready For Life (GRFL)” course content through a weekly schedule.
Sustained Silent Reading (SSR) Program

In grades 6 through 8, students are offered Sustained Silent Reading (SSR) program for one-half hour a day, every day.

Sustained Silent Reading (SSR) Program:

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

As explained in Section 1.4.2.3, MSA-6 implements Accord's Technology Integrated Education (TIE) and computer science programs. In grades 6 through 8, students are offered Computers & Technology courses as elective.

### TIE CURRICULUM

TIE Curriculum covers the technology skills that are essential for a 4-year S&E major and the basic skills that lead to various IT related careers. The curriculum not only covers the technology skills but also integrates them with Math, Science, English, and History/Social Science through hands-on activities.

The set of essential technology skills are derived from the syllabus of International Computer Driving License (ICDL). The ICDL is the world’s largest end-user computer skills certification program, with more than 20,000 test centers, 7 million students and 2 million certificate holders in 146 countries including the United States. It is a globally recognized credential that certifies an individual as competent in using computers and covers all the computer skills that students need to have to be successful in college and at work. It provides a superior syllabus that is uniquely validated to ensure that it is always relevant, up-to-date, and meaningful.

Majority of students – especially from minority backgrounds – start 6th grade with almost no significant technology skills. As they progress into 8th grade and high school, they gain autonomy in choosing and advancing in the right tools for their projects. The 8th grade curriculum briefly introduces the topics that are taught at high school level through entry-level projects.

High school TIE/Computer Science courses include Digital Arts, Web Authoring, Desktop Publishing, Introduction to Programming, AP Computer, and Advanced Office, which aims to provide students with perspective to understand the IT careers such as Computer Programmer, Graphic Designer, Web Developer, Computer Scientist, etc.

In addition, Accord’s A+ (Advanced STEM) Program offers in-depth advanced algorithms and programming studies for more interested and gifted students. The A+ program inspires students to pursue graduate studies in Computer Science as well as other S&E areas since through this unique program students already master most undergraduate-level computer science topics in high school and start taking advanced level or masters courses even in the beginning of their college education.

**Design**

**6th and 7th Grades**

Students will work on TIE activities that teach essential technology skills through integration with content from Math, Science, English, and Social Science. Please see Fig. 2 below for a sample weekly curriculum.

**8th Grade**

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

**Integrating Computers into Core Classes**

Aligned with the California Common Core State content standards, the integration projects also address the International Society for Technology (ISTE)’s National Educational Technology Standards (NETS). These projects will lead students to higher order learning. For example;
- students create a flash animation of DNA replication
- students create an interactive flash simulation of springs in a space with gravity
- students use digital art to make a poster of complex molecules
- students use online survey tools to collect information about other students’ favorite celebrities and form a database to analyze their roles in students’ way of dressing
- students collect data from recent census records into a database and plot demographic and other changes on maps using colors
- students write a program that simulates spread of a disease
- students write a program that produces pattern images of multiple-slit light interference through simulation of light as particles based on parameter values given by the user

*Figure 2 – Sample weekly curriculum demonstrating TIE*

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding percents, decimals and fractions</td>
<td>MATH</td>
<td>MATH</td>
<td>MATH</td>
<td>MATH</td>
<td>MATH/TECH.</td>
</tr>
<tr>
<td>Writing percents as decimals and fractions</td>
<td>Writing percents as decimals and fractions</td>
<td>Different forms of percent representations</td>
<td>Different forms of percent representations</td>
<td>Technology integration*</td>
<td></td>
</tr>
</tbody>
</table>
| *Internet Research:* Make an online research to find out how Californians commute to work.  
*Application:* Draw a circle graph showing types of transportation with percents using a simple graphics software like Paint |

<table>
<thead>
<tr>
<th>Plate Tectonics from Earth Science.</th>
<th>SCIENCE</th>
<th>SCIENCE</th>
<th>SCIENCE</th>
<th>SCI/TECH.</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continental drift</td>
<td>Continental drift</td>
<td>Seafloor spreading</td>
<td>Technology integration*</td>
<td>Seafloor spreading</td>
<td></td>
</tr>
</tbody>
</table>
| *Internet Research:* Research 10 recent major earthquakes  
*Application:* Make a bar graph using a Spreadsheet software which plots each earthquake’s Richter magnitude. Make table to show the relation between the earthquake magnitude and overall damage |

<table>
<thead>
<tr>
<th>Computer skills required to do the class projects.</th>
<th>COMPUTER</th>
<th>ART/MUSIC</th>
<th>COMPUTER</th>
<th>ART/MUSIC</th>
<th>COMPUTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts and graphs in Excel: Presenting data using pie charts, Adding data labels and legend keys, Different types of pie charts</td>
<td>Formatting in MS Word: Using text effects, Changing layout and wrapping style of pictures</td>
<td>PowerPoint: Custom animations, adding effects to objects, Action settings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First and 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>
<td></td>
</tr>
</tbody>
</table>
| *Internet Research:* Search about Gary Paulsen the author of Storm. Find two or three major events that happened in his life. Find his photo.  
*Application:* Type and format a single-page biography of Paulsen using a Word processor software. Insert the photo that you found |

<table>
<thead>
<tr>
<th>Ancient Egypt from Early Middle Eastern and North African Civilizations.</th>
<th>SOC./TECH.</th>
<th>SOC. STD.</th>
<th>SOC. STD.</th>
<th>SOC. STD.</th>
<th>SOC. STD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Integration*</td>
<td>The Gift of the Nile</td>
<td>The Gift of the Nile</td>
<td>Life In Ancient Egypt</td>
<td>Life In Ancient Egypt</td>
<td></td>
</tr>
</tbody>
</table>
| *Internet Research:* Make an online search to find information and pictures for one of the following subjects: Papyrus, Pyramids, Hieroglyphics.  
*Application:* Prepare a slide show presentation of 3 slides to present your subject |
COMPUTER SCIENCE CURRICULUM

In conjunction with the Technology Integrated Education (TIE) instruction, MSA-6 implements the Accord Institute Computer Science curriculum, which complies with Computer Science Teachers Association (CSTA)’s ‘A Model Curriculum for K-11 Computer Science.’ This model has four levels:

<table>
<thead>
<tr>
<th>Recommended Grade</th>
<th>Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>Level I - Foundations of Computer Science</td>
<td></td>
</tr>
<tr>
<td>9 or 10</td>
<td>Level II - Computer Science in the Modern World</td>
<td></td>
</tr>
<tr>
<td>10 or 11</td>
<td>Level III - Computer Science as Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Level IV - Topics in Computer Science</td>
<td></td>
</tr>
</tbody>
</table>

MSA-6 Computer Science curriculum is one step ahead of the above chart since Level I and a big portion of the Level II topics are already covered in the middle school TIE program. Level III and IV topics are to be covered in high school. For the gifted students who are ready for an accelerated program, MSA-6 offers the A+ (Advanced Computer) curriculum in middle school where topics in Level III, IV and above are covered.

The following summarizes Accord’s Computer Science curriculum:

- Middle school curriculum aims to provide strong skills in computer literacy and fundamentals of computational thinking. Programming and Discrete Math topics are infused into the curriculum. Programming topics will be more intense in the 6th and 7th grades with the higher results in the assessment exam.
- 8th grade curriculum serves a transition between middle school and high school. Hence, 8th grade topics focus on the conceptual understanding of high school electives.
- High school curriculum (not offered at MSA-6) is composed of elective courses and AP Computer Science course. Accord Institute currently provides the following elective course packages:
  - Introduction to Programming
  - Digital Arts
  - Web Authoring
  - Desktop Publishing
- Elective courses can be given in any grade; however, the recommended sequence is as provided above. ‘Introduction to Programming’ course, developed by the Accord Institute, corresponds to the ‘Computer Science: Principles’ course, which is currently a pilot course being developed by the College Board as an AP course. This introductory course will be a prerequisite for the ‘AP Computer Science’ course.
1.5.2 High School Curriculum

One of the cornerstones of MSA-6’s academic vision is the understanding that science is a central factor in understanding the world. Science has the power to help students discover interesting and exciting facts about the world and also about themselves. As a college-preparatory school, MSA-6 considers the various factors that lead to post-secondary success. Two reliable predictors are high school achievement in advanced science and math courses and writing ability.

High school curriculum will offer courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma.

Graduation Requirements

MSA-6 believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MSA-6 meets and exceeds the admission requirements of all four-year universities including University of California.

While a 6-11 school, MSA-6 will roll out to a 6-12 school. Once it is 6-12, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. Each high school course at MPS is semester based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a “C” (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

The table on the following pages lists courses required in order to graduate from MSA-6. MSA-6 offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the “a-g” subject requirements of California’s four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. (The advanced and honors diploma types will apply to the class of 2017 – students who are entering the 9th grade during the 2013-14 school year.)

Students will be required to pass the California High School Exit Exam (CAHSEE) in order to receive a MSA-6 Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

MSA-6 math requirements are threefold:

- Credit requirements: MSA-6 requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

- Year requirements: MSA-6 requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

- Course requirements: Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

MSA-6 encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students
will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements to participate in the Graduation Ceremony.

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of “C” or better and that all high school students will pass all required courses and electives with a grade of “C” or better to graduate in 4 years with a minimum of 210 credits. When students need extra help and do not succeed, the following supports are provided for all students in need including all subgroups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and/or Math
- Tutoring After School or Saturdays
- Students not completing graduation requirements by the end of the summer following their 4th year are welcomed to attend a 5th year or until requirements are met.
### Table 3 – MSA-6 Graduation Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Minimum Course Requirements</th>
<th>Sample Elective Courses*</th>
<th>STANDARD Diploma</th>
<th>ADVANCED Diploma</th>
<th>HONORS Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. History/Social Science</strong></td>
<td>Three years, including&lt;br&gt;World History&lt;br&gt;US History&lt;br&gt;American Government and Civics (1/2)&lt;br&gt;Economics (1/2)</td>
<td>Sociology&lt;br&gt;AP Psychology&lt;br&gt;AP World History&lt;br&gt;AP US History&lt;br&gt;AP US Government &amp; Politics</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>B. English</strong></td>
<td>Four years of approved courses&lt;br&gt;English 9&lt;br&gt;English 10&lt;br&gt;English 11&lt;br&gt;English 12</td>
<td>Creative Writing&lt;br&gt;Journalism&lt;br&gt;Public Speaking&lt;br&gt;AP English Language and Composition&lt;br&gt;AP English Literature and Composition</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>C. Mathematics</strong></td>
<td>Three years, including&lt;br&gt;Algebra I&lt;br&gt;Geometry&lt;br&gt;Intermediate Algebra (Algebra II)</td>
<td>Trigonometry&lt;br&gt;Probability and Statistics&lt;br&gt;Pre-Calculus&lt;br&gt;AP Calculus AB&lt;br&gt;AP Calculus BC&lt;br&gt;AP Statistics</td>
<td>30</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>D. Science</strong></td>
<td>Two years with lab required; lab chosen from&lt;br&gt;Biology&lt;br&gt;Chemistry&lt;br&gt;Physics</td>
<td>Earth Science&lt;br&gt;Environmental Science&lt;br&gt;Marine Biology&lt;br&gt;AP Biology&lt;br&gt;AP Chemistry&lt;br&gt;AP Physics B&lt;br&gt;AP Physics C</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td><strong>E. Language Other Than English</strong></td>
<td>Two years in same language required.</td>
<td>Spanish-1, Spanish-2, Spanish-3, Spanish-4, AP Spanish Language, Other world languages offered by the School</td>
<td>20</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td><strong>F. Visual &amp; Performing Arts</strong></td>
<td>One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art</td>
<td>Art&lt;br&gt;Drama&lt;br&gt; Multimedia&lt;br&gt;Music&lt;br&gt;Photography&lt;br&gt;Web Design &amp; Graphic Arts</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>G. Electives</strong></td>
<td>20 or 30 credits of electives required depending on diploma type.</td>
<td>Additional courses in History/Social Science, English, Mathematics, Science, Language Other Than English, Visual &amp; Performing Arts and Computers &amp; Technology</td>
<td>30</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Two years required.</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Computers &amp; Technology</td>
<td>One year required.</td>
<td>3-D Modeling&lt;br&gt;Advanced Office&lt;br&gt;Computer Aided Design&lt;br&gt;Computer Literacy-1&lt;br&gt;Computer Literacy-2&lt;br&gt;Desktop Publishing&lt;br&gt;Digital Arts&lt;br&gt;Introduction to Engineering Design&lt;br&gt;Introduction to Programming&lt;br&gt;Pre-AP Computers&lt;br&gt;Principles of Engineering&lt;br&gt;Robotics&lt;br&gt;Web Authoring&lt;br&gt;AP Computer Science A</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total Required Credits</td>
<td></td>
<td>210</td>
<td>230</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>AP Course / College Credit Requirements</td>
<td>AP * or college courses can be taken to meet minimum course requirements or as elective.</td>
<td>N/A</td>
<td>20</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Other Requirements</td>
<td>California High School Exit Exam&lt;br&gt;Minimum Cumulative GPA&lt;br&gt;Required Service Learning Hours</td>
<td>2.00&lt;br&gt;N/A&lt;br&gt;40 hrs.</td>
<td>3.25&lt;br&gt;40 hrs.</td>
<td>3.50&lt;br&gt;40 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

* Elective / AP course offerings may change depending on student needs/demands and availability of teachers and resources.
High School Courses

MSA-6’s high school curriculum meets all California State Minimum Course Requirements for high school graduation and the “a-g” requirements of the University of California system.

A. History/Social Science

Students are required to take at least three years of History/Social Science, including World History, U.S. History, and American Government/Economics.

**History/Social Science Courses:**

<table>
<thead>
<tr>
<th>HISTORY/SOCIAL SCIENCE</th>
<th>U.S. HISTORY A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORLD HISTORY A/B</strong></td>
<td><strong>U.S. HISTORY A/B</strong></td>
</tr>
<tr>
<td>This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.</td>
<td>This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AMERICAN GOVERNMENT</strong></th>
<th><strong>AP WORLD HISTORY A/B</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.</td>
<td>AP World History course is designed for students to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change.</td>
</tr>
</tbody>
</table>
and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

<table>
<thead>
<tr>
<th>AP U.S. HISTORY A/B</th>
<th>AP GOVERNMENT AND POLITICS: COMPARATIVE A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course provides students with the analytical skills and factual knowledge necessary to understand the course of United States history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past.</td>
<td>This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AP GOVERNMENT AND POLITICS: UNITED STATES A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.</td>
</tr>
</tbody>
</table>
B. English

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

*English Courses:*

<table>
<thead>
<tr>
<th>ENGLISH 9 A/B</th>
<th>ENGLISH 10 A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 builds upon the students’ prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.</td>
<td>English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH 11 A/B</th>
<th>ENGLISH 12 A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11 courses continue to develop students’ writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.</td>
<td>English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AP ENGLISH LANGUAGE AND COMPOSITION A/B</th>
<th>AP ENGLISH LITERATURE AND COMPOSITION A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed to parallel college-level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics.</td>
<td>This course is designed to parallel college-level English courses. It enables students to develop critical standards for evaluating literature. Students study the language, character, actions, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE DEVELOPMENT A/B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.</td>
<td></td>
</tr>
</tbody>
</table>
C. Mathematics

Students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

Mathematics Courses:

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALGEBRA I A/B</strong></td>
</tr>
<tr>
<td>In this course, students develop an understanding of the symbolic language of mathematics and the sciences. Algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. The course includes a study of the real number system; the solving of equations and inequalities; linear, polynomial, and rational functions; graphing; systems of two linear equations; polynomials; rational expressions and functions; the quadratic formula; and logical reasoning.</td>
</tr>
<tr>
<td><strong>ALGEBRA II A/B</strong></td>
</tr>
<tr>
<td>This course complements and expands the mathematical content and concepts of Algebra I and geometry. Students will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. Course topics include absolute value, systems of linear equations and inequalities, matrices, operations on polynomials, rational expressions, quadratic equations and functions, conic sections, inverse functions, sequences and series, probabilities, and mathematical induction.</td>
</tr>
<tr>
<td><strong>AP STATISTICS A/B</strong></td>
</tr>
</tbody>
</table>
| This is a college-level course that covers the following topics: exploring data; planning a study (deciding what and how to measure); anticipating patterns (introducing probability and simulation); and statistical inference. Mastery of the course content gives students the background to succeed in the Advanced Placement examination in this subject. | This is a course that provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. The course introduces calculus and includes the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, derivative }
theorems, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including anti derivatives and the definite integral).
D. Laboratory Science

Students are required to take at least two years of Science, two of which are laboratory courses chosen from Biology, Chemistry, and Physics; three years are recommended.

**Laboratory Science Courses:**

<table>
<thead>
<tr>
<th>LABORATORY SCIENCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICS A/B</strong></td>
<td><strong>BIOLOGY A/B</strong></td>
</tr>
<tr>
<td>The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure.</td>
<td>Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student’s awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments.</td>
</tr>
<tr>
<td><strong>CHEMISTRY A/B</strong></td>
<td><strong>MARINE BIOLOGY A/B</strong></td>
</tr>
<tr>
<td>This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles.</td>
<td>This Marine Biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world’s oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth’s ocean system and they investigate the impact of humans on that system.</td>
</tr>
<tr>
<td><strong>AP PHYSICS B A/B</strong></td>
<td><strong>AP BIOLOGY A/B</strong></td>
</tr>
<tr>
<td>This course parallels a non-calculus college-level physics. The course is described in the AP Physics B syllabus. The instructor is expected to follow and complete the syllabus.</td>
<td>This course is typically taken after a year of high school biology and chemistry. The course parallels a college-level introductory biology course. The course is described in the AP Biology syllabus. The instructor is expected to follow and complete the syllabus.</td>
</tr>
<tr>
<td><strong>AP CHEMISTRY A/B</strong></td>
<td><strong>AP ENVIRONMENTAL SCIENCE A/B</strong></td>
</tr>
<tr>
<td>This course parallels a college-level chemistry course. AP</td>
<td>This course is to provide students with the scientific</td>
</tr>
</tbody>
</table>
Chemistry usually follows high school chemistry and second year algebra. The course is described in the AP Chemistry syllabus. The instructor is expected to follow and complete the syllabus.

| principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. |
E. Language Other Than English

Students are required to take at least two years of a Language other than English in the same language; three years are recommended.

Language Other Than English Courses:

<table>
<thead>
<tr>
<th>LANGUAGE OTHER THAN ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPANISH 1-2 A/B</td>
</tr>
<tr>
<td>This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.</td>
</tr>
<tr>
<td>AP SPANISH LANGUAGE AND CULTURE A/B</td>
</tr>
<tr>
<td>The course is designed to parallel third-year college-level courses in Spanish composition and conversation. Building upon students' prior knowledge of Spanish, the course develops the students' ability to understand and express themselves accurately, coherently, and fluently in Spanish. In the course, students develop a large enough vocabulary to understand literary texts, magazine/newspaper articles, films, and television productions.</td>
</tr>
<tr>
<td>TURKISH 1-2 A/B</td>
</tr>
<tr>
<td>This course is designed to teach students about the language and culture of the Turkish people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Turkish culture by acquainting students with art, literature, customs, and history of the Turkish people.</td>
</tr>
<tr>
<td>CHINESE 1-2 A/B</td>
</tr>
<tr>
<td>This course is designed to teach students about the language and culture of the Chinese people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Chinese culture by acquainting students with the art, literature, customs, and history of the Chinese people.</td>
</tr>
</tbody>
</table>
F. Visual & Performing Arts

Students are required to take at least one year of Visual and Performing Arts chosen from the following categories: dance, drama/theater, music, or visual art.

Visual & Performing Arts Courses:

<table>
<thead>
<tr>
<th>Visual &amp; Performing Arts</th>
<th>Digital Art A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART A/B</td>
<td>ART A/B</td>
</tr>
<tr>
<td>This course covers the organization of art elements and principles and provides study of their application in two- and three-dimensional problems. Students analyze and use design principles in works of art from art history and many world cultures. Students learn to critique their work and the work of others and become more aware of design in their environment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHOTOGRAPHY A/B</th>
<th>MUSIC APPRECIATION A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn photographic techniques that may incorporate both traditional and contemporary (digital and multimedia technologies) traditions. They also participate in critiques and study the history of photography as a fine art, as well as the artists who use the medium of photography.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HISTORY/APPRECIATION OF THEATER ARTS/FILM A/B</th>
<th>THEATRE/PLAY PRODUCTION A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is for students who desire knowledge in the history of drama, plays, theater, and writers. The course may include the study of outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.</td>
<td></td>
</tr>
</tbody>
</table>

This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.
G. Electives

Students are required to take at least six semesters of electives for a standard diploma. The electives will be offered in the areas of Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, and Computers & Technology.

*Elective Courses:*

<table>
<thead>
<tr>
<th>ELECTIVE</th>
<th>PSYCHOLOGY A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECONOMICS</strong></td>
<td>This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.</td>
</tr>
<tr>
<td>In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This course enriches students' understanding of the operation and institutions of economic systems. Topics include Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics, and International Economic Concepts.</td>
<td></td>
</tr>
<tr>
<td><strong>ANTHROPOLOGY A/B</strong></td>
<td>This course focuses on an investigation of one or more cultures in a geographic region of the world today; for example, cultural studies of Africa, the Middle East, Latin America, Asia, or Southeast Asia. The course covers geographic settings; the population, the stature and roles of women and minority groups; and processes of cultural change and exchange. Students learn about the culture's historical, economic, and political developments, including nation building across time. The course may include an in-depth study of one or more different cultures to expand the students' understanding of cultural diversity and provide balance in the representation of ethnic groups and societies around the world.</td>
</tr>
<tr>
<td>Students learn about human beings and their cultures by studying the two major divisions of anthropology: physical and cultural. In physical anthropology students consider the biological characteristics of human beings, their adaptation to their environment, and development in the context of various forms of animal life. In cultural anthropology students learn about the culture of specific peoples, past and present, as well as those components of culture found universally among human societies.</td>
<td></td>
</tr>
<tr>
<td><strong>JOURNALISM A/B</strong></td>
<td>Speech develops fundamentals of effective oral delivery such as voice, diction, poise, and ease. The course develops effective organization through selection and arrangement of material, transitions, and rhetorical</td>
</tr>
<tr>
<td>Journalism prepares students for work on school newspapers by fostering habits of clear, concise, written expression and by developing the ability to write interestingly. The course improves students' use of</td>
<td></td>
</tr>
<tr>
<td><strong>SPEECH A/B</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
grammar, spelling, punctuation, sentence and paragraph form, style, and structure and offers basic training in techniques of interviewing and news writing. It fosters a critical attitude toward news and develops the ability to evaluate the worth of publications through wide and intelligent readings of newspapers and periodicals.

<table>
<thead>
<tr>
<th>COLLEGE READINESS 11 A/B</th>
<th>COLLEGE READINESS 12 A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.</td>
<td>The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.</td>
</tr>
</tbody>
</table>

H. Physical Education

Students are required to take two years of Physical Education courses before graduation unless exempted pursuant to the provisions of the related Education Code.

*Physical Education Courses:*

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL EDUCATION I A/B</td>
</tr>
<tr>
<td>This course is the first year of the high school physical education sequence. It includes the required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health.</td>
</tr>
</tbody>
</table>
I. Computers & Technology

Students are required to take at least one year of Computers & Technology.

Computers & Technology Courses:

<table>
<thead>
<tr>
<th>COMPUTERS &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPUTER LITERACY 1 A/B</td>
</tr>
<tr>
<td>In this hands-on course, students will learn keyboarding skills, word processing protocols, database management, electronic presentation skills, electronic mail use and etiquette, internet research skills, and current computer terminology. At the completion of this course, students will be prepared to use current computer applications for communication and research in college &amp; the in workforce.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEB DESIGN A/B</th>
<th>COMPUTER PROGRAMMING A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course introduces students to the Internet and World Wide Web. Students will study the history of the Internet, search engines, Web design process, navigation strategies, creation and editing of graphics, Web hosting services, and Web publishing.</td>
<td>This course covers the principles and programming styles used in the design and implementation of contemporary programming languages. Students are introduced to the history of programming languages, language syntax and formal grammars, language processors such as compilers and interpreters, and generalized parsing strategies. The course focuses on particular language constructs and their realization in a variety of programming languages. A particular language such as C, BASIC, or Pascal is used to provide students with practical illustrations of various programming principles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROBOTICS A/B</th>
<th>AP COMPUTER SCIENCE A A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This instructional program prepares individuals to assemble, program, maintain, and repair robotic devices. It includes instruction in the history and development of robotic devices; the types of robotic devices used in industry and their component makeup; computer control systems and robot computer language programming; troubleshooting techniques, especially for servomechanisms, microprocessors, and computer operation; and the integration of these devices and factors into a total manufacturing system.</td>
<td>Computer Science A emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first semester college level course in Computer Science. It also includes the study of data structures, design, and abstraction, but these topics are not covered to the extent that they are in Computer Science AB.</td>
</tr>
</tbody>
</table>
Advisory Program

In grades 9 through 12, students are offered an Advisory program for one-half hour a day, every day.

Advisory Program:

<table>
<thead>
<tr>
<th>ADVISORY PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVISORY 9-10-11-12 A/B</td>
</tr>
</tbody>
</table>

Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision making, wellness and personal safety, and contributing to your community.

Community Service

MSA-6 students will engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for others. Students will be required to earn 40 hours (or the equivalent of 10 hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.
1.5.3 Textbooks, Instructional Materials, and Technology

MSA-6 utilizes California State Board of Education (SBE) adopted instructional materials per related California Education Codes. The Magnolia Public Schools Central Office (MPSCO) works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area. This chart will be updated as the SBE adopts new instructional materials.

Math: Holt California, Triumph Learning Common Core Coach; Enrichment/Intervention: Saxon Math, Renaissance Learning Accelerated Math Program, Study Island Program, Triumph Learning Common Core Support Coach, Ready Common Core

Science: Glencoe Focus on Earth Science (6), Life Science (7), Physical Science (8), Biology (9), Chemistry (10), Physics (11), Pearson Conceptual Physics, Campbell Biology AP Edition

English Language Arts/ELD: Holt Literature & Language Arts (6-8), Triumph Learning Common Core Coach; McDougal Littell California Literature (9-12); Enrichment/Intervention: Saxon Reading, Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, Ready Common Core

Social Science: Holt California World History: Ancient Civilizations (6), Medieval to Early Modern Times (7), United States History: Independence to 1914 (8); McDougal Littell Modern World History (10), The Americans: Reconstruction to 21st Century (11), Civics in Practice: Principals of Government and Economics (12); Enrichment/Intervention: Oxford University Press, A History of US

At MSA-6, every teacher will have access to dedicated computers in their own classrooms to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at MSA-6. Teachers will use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Renaissance Learning, Study Island, Khan Academy, just to name a few. Furthermore, the school will utilize computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS, school information system.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill’s Acuity program, Holt McDougal Publisher’s resources, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Study Island, Buckle Down, Triumph Learning Common Core Support Coach, and Ready Common Core allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-6 will develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-6 encourages parents’ active use of school’s technology resources by offering free tutorial sessions on how to track student’s performance using CoolSIS and providing computer access to all parents.

MSA-6 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the school. MSA-6’s computer science curriculum is designed for students with limited computer experience. Students requiring extra time with a computer will have the opportunity to visit the computer lab after school.
1.5.4 Communication to Parents and Students regarding the Transferability of Courses

WASC Accreditation

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

MSA-6 accreditation process includes the following:

- The Charter School will review the visiting committee report and begin the follow-up process to prepare for the self-study.
- The self-study visit will be scheduled no later than three years after the initial visit. (Scheduled for Spring 2016.)
- Self-study preparation will begin no later than 18 months before the self-study visit by the participation of all school staff.
- The Charter School will conduct school planning with a view to meeting the WASC standards outlined in five categories: Organization, Standards-Based Student Learning: Curriculum, Standards-Based Student Learning: Instruction, Standards-Based Student Learning: Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth.
- The Charter School will be accredited for grades 6-10 after the scheduled self-study visit in Spring 2016. The Charter School will then follow the “substantive change” procedure with ACS WASC to add grade 11 to its accreditation in 2016-17.

Transferability of Courses

All A-G courses of the Charter School are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with the Dean of Academics & College Advisor. Every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student also receives a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School’s master schedule is informed by student needs to ensure sufficient intervention opportunities are available for the student population.
1.5.5 Academic Calendar and Schedules

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

The Charter School will announce its annual calendar before the beginning of each instructional year. Following are sample schedules and the instructional calendar of MSA-6 for the 2014-15 school year.

Bell Schedule / Sample Class Schedule

Table 4 – Regular and Shortened Day Bell Schedules of MSA-6 (Grades: 6-11)

<table>
<thead>
<tr>
<th>Regular Day</th>
<th></th>
<th></th>
<th>Shortened Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>7:50 AM</td>
<td>7:56 AM</td>
<td>Prep</td>
</tr>
<tr>
<td>1st Period</td>
<td>8:00 AM</td>
<td>8:47 AM</td>
<td>1st Period</td>
</tr>
<tr>
<td>2nd Period</td>
<td>8:51 AM</td>
<td>9:38 AM</td>
<td>2nd Period</td>
</tr>
<tr>
<td>Recess</td>
<td>9:38 AM</td>
<td>9:48 AM</td>
<td>Recess</td>
</tr>
<tr>
<td>SSR</td>
<td>9:50 AM</td>
<td>10:15 AM</td>
<td>SSR</td>
</tr>
<tr>
<td>3rd Period</td>
<td>10:19 AM</td>
<td>11:06 AM</td>
<td>3rd Period</td>
</tr>
<tr>
<td>4th Period</td>
<td>11:10 AM</td>
<td>11:57 AM</td>
<td>4th Period</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:57 AM</td>
<td>12:27 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>5th Period</td>
<td>12:30 PM</td>
<td>1:17 PM</td>
<td>5th Period</td>
</tr>
<tr>
<td>6th Period</td>
<td>1:21 PM</td>
<td>2:08 PM</td>
<td>6th Period</td>
</tr>
<tr>
<td>7th Period</td>
<td>2:12 PM</td>
<td>2:59 PM</td>
<td>7th Period</td>
</tr>
<tr>
<td>Dismissal</td>
<td>2:59 PM</td>
<td>3:55 PM</td>
<td>Dismissal</td>
</tr>
<tr>
<td>After School</td>
<td>3:10 PM</td>
<td>3:55 PM</td>
<td>Staff Meeting</td>
</tr>
</tbody>
</table>

Table 5 – Sample Class Schedule

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>Math</td>
</tr>
<tr>
<td>Math</td>
<td>Math, Algebra-1, Geometry</td>
</tr>
<tr>
<td>2nd Period</td>
<td>Science</td>
</tr>
<tr>
<td>General Sci. with Focus on Earth, Life, Physical (8) Sciences</td>
<td></td>
</tr>
<tr>
<td>3rd Period</td>
<td>English</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>4th Period</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Social Studies 6, 7, 8</td>
<td></td>
</tr>
<tr>
<td>Lunch / SSR</td>
<td>SSR</td>
</tr>
<tr>
<td>Sustained Silent Reading</td>
<td></td>
</tr>
<tr>
<td>5th Period</td>
<td>Elective/ELA-Math Enrichment</td>
</tr>
<tr>
<td>During periods 5 through 7 students take electives.</td>
<td></td>
</tr>
<tr>
<td>6th Period</td>
<td>Elective/ELA-Math Enrichment</td>
</tr>
<tr>
<td>See section 1.5 for a list of electives.</td>
<td></td>
</tr>
<tr>
<td>7th Period</td>
<td>Elective/ELA-Math Enrichment</td>
</tr>
<tr>
<td>8th Period</td>
<td>Elective-1</td>
</tr>
<tr>
<td>During periods 5 through 7 students take electives.</td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td>Tutoring/Clubs</td>
</tr>
<tr>
<td></td>
<td>Tutoring/Clubs</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Calendar

Table 6 – 2014-15 Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/28-29</td>
<td>Administrative Team Training</td>
</tr>
<tr>
<td>7/31-8/7</td>
<td>Summer In-service for Teachers</td>
</tr>
<tr>
<td>8/8</td>
<td>Student/Parent Orientation</td>
</tr>
<tr>
<td>8/12</td>
<td>First Day of School</td>
</tr>
<tr>
<td>9/1</td>
<td>Labor Day – No School</td>
</tr>
<tr>
<td>9/5</td>
<td>PD Day – No School</td>
</tr>
<tr>
<td>11/11</td>
<td>Veterans Day – No School</td>
</tr>
<tr>
<td>11/24-28</td>
<td>Thanksgiving Break – No School</td>
</tr>
<tr>
<td>12/19</td>
<td>End of First Semester</td>
</tr>
<tr>
<td>12/22-1/9</td>
<td>Winter Break</td>
</tr>
<tr>
<td>1/12</td>
<td>First Day of Second Semester</td>
</tr>
<tr>
<td>1/19</td>
<td>ML King Day – No School</td>
</tr>
<tr>
<td>1/26</td>
<td>PD Day – No School</td>
</tr>
<tr>
<td>2/16</td>
<td>Presidents’ Day – No School</td>
</tr>
<tr>
<td>3/31</td>
<td>Cesar Chavez Day – No School</td>
</tr>
<tr>
<td>4/6-10</td>
<td>Spring Break</td>
</tr>
<tr>
<td>5/2</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>5/29</td>
<td>Last Day of School</td>
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</table>

Instructional Minutes

MSA-6 offers 176 school days and 64,967 instructional minutes per year.

Table 7 – Instructional Minutes

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Yes</td>
<td>127</td>
<td>385</td>
<td>49</td>
<td>328</td>
<td></td>
<td></td>
<td>176</td>
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<td>176</td>
<td>54000</td>
<td>64967</td>
<td>10967</td>
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</tbody>
</table>
1.6 PROFESSIONAL DEVELOPMENT

1.6.1 Staff Selection

Hiring Process and Schedule

The Board authorizes the CEO and the MPSCO to handle human resources including hiring and firing the Principal and all MPS school personnel. MPSCO establishes a hiring committee to interview teacher candidates. The hiring committee consists of the Principal, an administrator and a teacher of the relevant subject from MPS. If applicable, the interview process includes, but is not limited to a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and MPS' years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule will be used in the hiring process:

- The CEO will hire the Principal. Preferably, the Principal will have teaching experience in STEM areas and have leadership skills to perform administrative duties.
- In order to recruit new teachers, the Principal will start advertising on frequently visited websites such as http://www.edjoin.org and in local newspapers by the beginning of April. Referrals from MPS' staff and parents will also be taken into consideration.
- The hiring committee will conduct interviews during the months of April through August to hire the teachers. The hiring committee will consider the school's mission and the target student population in selecting the most qualified teachers for the positions available.

Background Checks

MSA-6 adheres to Education Code Section 44237 regarding fingerprinting of employees. Prior to the first day of work for every employee, MSA-6 will process background checks through LiveScan, administered by the Department of Justice. MSA-6 will adhere to the MPS Employee Handbook pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

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

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

Evaluation of the School Personnel

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

Principal

The CEO will evaluate the Principal in the following areas:

- Overall successful school academic program and achievement of educational goals
High parental and community involvement

Completion of required job duties

Creating a supportive learning environment

Teachers

The Principal will evaluate teachers in the following areas:

- 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.

Other Personnel

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

Performance and Acknowledgement

Exceptional performance will be acknowledged.
1.6.2 Ongoing Staff Development

In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-6 provides all staff with multiple opportunities to grow professionally. MSA-6 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan, MPS determines common staff development days, and tailors staff development to individual staff needs.

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

Professional Learning Communities (PLCs)

MSA-6 makes use of PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students’ needs academically and behaviorally

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

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

As an implementation of the PLC at MSA-6, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff produces an annual reading list recommended by the PLCs. The following literature have recently been added to MSA-6 staff’s reading list: “Failure Is Not An Option,” “Classroom Management That Works,” “How To Differentiate Instruction In Mixed-Ability Classrooms,” and “Teach Like A Champion.”

MPS Meetings

Principals Meeting

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

Deans of Academics Meeting

All MPS Deans of Academics and executive staff meet monthly to monitor current academic programs, share best
practices, and address issues or concerns that are specific to the school sites. These meetings allow MPS to determine its academic goals. Currently, the Principal and the Dean of Students fill the role of Dean of Academics at MSA-6. However, the Charter School intends to hire a Dean of Academics in 2014-15.

Deans of Students Meeting

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

School-wide Meetings and Professional Development Activities

Administrative Meetings

The MSA-6 Principal, the Dean of Students, and Office staff meet weekly to act on general school issues including, academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. The college advisor, resource teacher, and office manager participate as needed.

General Staff Meetings

MSA-6 staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, and other school matters. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

Department Chair Meetings

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

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP, State Standardized Tests, CELDT, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

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

Grade Chair Meetings

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

Grade Level Staff Meetings

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

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

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

Wrap up Meetings

MSA-6 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer in-service programs

MSA-6 also holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools’ operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

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

Formal Observations/Evaluations

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

Walkthroughs

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

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

Scheduled Professional Development (with Approximate Dates)

- **National Charter Schools Conference**: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS). *(July of each year)*
- **California Charter Schools Association (CCSA) Conference**: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference. *(March of each year)*
- **Charter Schools Development Center (CSDC)**: Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute. *(June of each year)*
- **Accord Institute of Education Research (Accord)**: All Magnolia faculty and administration attend the Accord Institute's annual Teacher and Leadership Workshop. *(September of each year)*
- **Magnolia Public Schools (MPS) professional development days**: MPS Professional Development Days are held for a full day once each semester. Issues such as student achievement data, differentiated instruction, intervention, SDAIE, and departmental collaboration among MPS teachers are discussed. *(9/2014, 1/2015, TBD for subsequent years)*

Other professional development programs that MSA-6 considers include:

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

Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at MSA-6.

Common Core State Standards (CCSS) Transition: Professional Development

**Timeline**

- Building Awareness *(2011-12)*
- Examining Systems & Significant Shifts in Instruction *(2012-13)*
- Aligning Curriculum, Instruction, & Assessment *(2013-14)*
- Full Implementation *(2014-15)*

**Topics**

1- Building awareness of the CCSS shift and focus
Common Core Standards Shifts
State implementation plans

2- Anticipating challenges and preparing towards them
   - Teacher frictions
   - Textbook, Resources/budget
   - Assessment
   - Technology

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

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

5- Fixing related problems

6- Improving practices and results

Scheduled PD on CCSS (with Approximate Dates)
   - CCSA Conference (March of each year; CCSS sessions for teachers/administrators)
   - Accord Support:
     - Conference (September of each year; the last two conferences had more than six sessions on CCSS, two of them presented by the CDE staff)
     - Accord Trainings on CCSS (During summer in-services)
     - Accord Moodle Services (Ongoing; platform for ELA/Math coordinators and teachers to share documents and promising practices on CCSS)
     - Accord Support on MPS PD Days (9/2014, 1/2015, TBD for subsequent years)
     - Accord Admin Workshop on CCSS (February 2013; TBD for subsequent years)
     - Accord Site Visits/Teacher Observations and 1-1 teacher Conferences (TBD)
   - LA County Office of Education Workshops (TBD for subsequent years)
Ongoing Professional Development Program for Special Education

MSA-6 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-6 has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MPS conducts quarterly training sessions about special education.

The professional training in special education includes:

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

1.7.1 English Learners

MSA-6 is required to timely identify potential English Learners (ELs) students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), MSA-6 shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

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

MSA-6 shall provide to the CSD an annual report of its EL program assessment. Upon request, MSA-6 shall provide a copy of its current EL Master Plan to the CSD.

MSA-6 shall administer the CELDT annually in accordance with federal and state requirements.

MSA-6 shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

ENGLISH LEARNERS MASTER PLAN

MSA-6 will meet all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). MSA-6 will implement the MPS EL Master Plan which includes the following components:

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

B. Implementation and Programs

C. Monitoring Student Progress

D. Staff Qualifications & Professional Development

E. Evaluation of Program Effectiveness

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

**1- Identification:** After a student enrolls in MSA-6, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student’s home. Prior to completing the HLS, parents are to receive an explanation regarding its
purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level.

**2- Assessment:** Students from homes where a language other than English is spoken will be evaluated first through the Fall MAP test (administered in the first two weeks of the school year with results arriving in 24 hours) to determine their level of proficiency in English, and with the California English Language Development Test (CELDT) (within thirty¹ days of enrollment and at least annually thereafter between July 1st and October 31st until re-designated as fluent English proficient), unless the school has proper documentation of the student’s re-designation as Fluent English Proficient. The CELDT will also be used for the annual assessment of each student’s ELD level, along with scores on Smarter Balanced ELA/Literacy, Measures of Academic Progress (MAP) tests, teacher observation, and optional parent input as secondary factors.

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

MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student’s reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate “skills reports” that identify which skills in reading, language, and mathematics each student has mastered and which skills the student still needs remedial support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate Rausch Interval Unit (RIT)² scores that can project an equivalent performance level on the Smarter Balanced ELA/Literacy test based on student performance in each of the sub-tests administered.

Teachers will use these reports in several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

NWEA MAP tests are administered three times a year. MPS generates reports from NWEA that includes student performance data for each test administration. The School’s admin team analyzes the data and makes inferences. Student performance data is then shared with the school team for further study. Using teacher feedback, observations, and inferences from the student performance data, the School team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers, as well as during tutorial sessions.

**3- Parent Notification:** The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**4- Placement:** Depending on the assessment results, the School admin, EL Coordinator, and the Response To Intervention (RTI) coordinator will determine the most appropriate placement and support strategies with the help of the student’s parents and the teachers.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
² The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement.

Source: [http://www.nwea.org/support/article/532](http://www.nwea.org/support/article/532)
B. Implementation and Programs

Based on the assessment results and the EL Coordinator’s evaluation the English Learners will be placed in either **Structured English Immersion Program** or **Mainstream English Instructional Program**. Students who perform below the 30th percentile rank in the Reading and Language Usage sections of the MAP test and/or at CELDT levels 1-3 will be placed in Structured English Immersion Program. Students who perform above the 30th percentile rank and/or at CELDT levels 4-5 will be placed in Mainstream English Instructional Programs.

**Structured English Immersion Program:** This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. Following are the components of this program:

- Daily extra 50 minutes of structured English Language Development program during the Enrichment blocks of the School schedule will be provided through Specially Designed Academic Instruction in English methodology, utilizing materials based on the California State Content Standards and the Common Core State Standards and other supplemental materials. These materials include Rosetta Stone, Holt McDougal Publisher’s resources, Accelerated Reader, Buckle Down, and teacher created materials.
- Inclusion: All EL students will continue to receive regular 50 minutes of ELA classes during the day.
- Access to instruction in all curricular areas aligned to content standards
- Differentiated instruction in reading, writing, math, science, and social science
- Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
- Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
- After-school programs and tutoring
- Collaborative learning experiences through club projects

**Mainstream English Immersion Program:**

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support.

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

Teachers work on simplifying classroom materials using SDAIE methods in a predominantly English speaking setting. When needed, teachers work one-on-one with students to ensure that beginning English speakers progress at an
accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

Teachers will employ the following strategies to help their students:

- Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Write homework assignments on the board.
- 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 the student’s level of comprehension. Structure questions to student’s level of language understanding.

Class structure may be adjusted to help ELs:

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

C. Monitoring Student Progress

Assessments: Students in the Structured Immersion Program will be continuously assessed through Renaissance’s Star Reading tests during the Enrichment/Intervention hours.

Other assessments to monitor student progress include NWEA MAP tests, Rosetta Stone, Holt McDougal Publisher’s resources, Accelerated Reader and teacher created assessments. These allow teachers to monitor the progress of students who are achieving below grade level in English and provide software generated tests and personalized instruction based on California content standards/framework which have not been achieved. ELs’ progress will be measured through satisfactory grades and scores in the following table:
Reclassification: MSA-6 uses the four criteria in state law in determining whether or not an English learner should be reclassified as fluent English proficient: CELDT results, comparison of performance in basic skills on the ELA section of the CST or CMA (score of Basic or higher), teacher evaluation, and input from parents.

To satisfy the CELDT criterion for English-language proficiency, a student in grade two through twelve must have an overall performance level of early advanced or advanced, with no score below intermediate level for each of the domains tested, i.e., listening, speaking, reading, and writing. (For K–1, the domains of reading and writing do not have to be at the intermediate level.) This CELDT criterion is used for AMAO 2, the percentage of English learners attaining English proficiency on the CELDT, for federal accountability under Title III of the Elementary and Secondary Education Act.

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

D. Staff Qualifications & Professional Development

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

In addition to ongoing professional development activities, MSA-6 provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-6 staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Student achievement data, including CELDT results, is analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MSA-6 staff continues to revisit for professional development. MSA-6 staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learner Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their children's progress.
E. Evaluation of Program Effectiveness

The School will use NWEA MAP assessment data, CST data, and CELDT results to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer at the Magnolia Public Schools Central Office (MPSCO) will evaluate the assessment data for all MPS schools. School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE instruction or support are being delivered in the manner outlined in the English Learner Master Plan
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring
1.7.2 Gifted and Talented Students and Students Achieving Above Grade Level

MSA-6 identifies high-achieving, gifted, and talented students based on multiple measures, including but not limited to achievement test scores, grades, student performance or products, intelligence testing, parent, student, and/or teacher recommendation, and other appropriate measures.

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

A+ is MSA-6’s program for gifted/talented students and students achieving above grade level. This program helps students develop critical and analytical thinking skills while providing them with a motivational and challenging environment of prestigious regional, national, and international math, science and computer competitions. A+ program is offered through MSA-6’s partnership with Accord that aims to motivate and encourage students to advance their studies and pursue careers in STEM fields. In the A+ computer class, students learn the programming language C++ and Scratch. Scratch is programming language for beginners; C++ is programming language for high school and college students. In A+ math class, students learn creative problem solving strategies.

A+ is offered both as an elective class during the day and after school club at MSA-6. Students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. MSA-6 offers an intensive A+ camp program during the winter and summer breaks where students get coached by Accord’s experienced program coaches.

Academic clubs are an important extension and integral part of MSA-6’s program. MSA-6 offers these clubs to give students access to STEM programs early on. These academic clubs include First Lego League, A+ (Advanced Math), A+ (Advanced Computer), and Science Olympiad clubs. Through these clubs, students get the opportunity to participate in regional/nationwide contests such as:

- Math: American Mathematics Competitions, International Mathematics Olympiad, MathCounts, Math League, Math Olympiads for Elementary and Middle Schools
- Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl
- Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, SimCity Future City Design

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

MSA-6 identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. The Charter School uses multiple measure assessments including MAP Tests, sample Smarter Balanced test, Accelerated Reader & Accelerated Math tests, and teacher-designed tests for identification. Please see section 1.4.1, “Data Driven Design,” for more information on early intervention.

Teachers at MSA-6 meet at least weekly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CST, School/teacher assessments) is disaggregated and subject teachers work on the data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are identified and analyzed. Teachers utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Goals are set with the students for specific subject areas based on the assessment data. Students are assigned class activities based on their identified levels that are determined by MAP and other placement test results. Teachers differentiate instruction per their students' cognitive and social needs. Each student's academic progress is monitored by the subject teachers and the Dean of Academics.

To narrow the achievement gap for low-achieving students, specialized strategies are implemented both during school hours and in the after-school program. At MSA-6, low-achieving students are given much needed individualized attention by their teachers and the school administration. The school asks the parents for cooperation in offering motivational support to their children. Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, a Student Improvement Plan (SIP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student’s parents. Such SIPs include subject-related readings, additional homework, and mandatory after-school tutoring.

MSA-6 offers a customized after-school program to all its students depending on their academic achievement level, as depicted in Fig. 3 below. Individual and small group tutoring as well as homework clubs are also available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student’s needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject’s content standards. Low achieving students’ progress is quantitatively measured through MAP, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year’s academic progress within the school year.

Students demonstrating adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs, and community trips. For those low-achieving students who do not positively respond to this teaching method, the homeroom teachers may decide to include them in different recreational activities to promote students’ interest in learning. The teacher regularly monitors academic improvement for these low achieving students through in-class assessments. Parents remain informed of their student’s academic progress during this process via parent-student-teacher meetings and parent access to student grades and progress reports through the online school information system.
Figure 3 – MSA-6 after school program structure

Students in need of English Language Support

Extensive English Tutoring

Computer aided reading, listening, vocabulary sessions. Grammar and writing lessons.

Low Achievers, Low Grades CST: BB, FBB

Tutoring Program

Mathematics
Science
Social Sciences
Language Arts

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

Community Service
(Environment cleaning, visits to senior citizens, etc.)

Fun/Sports Clubs
(Chess, Basketball, Badminton, etc.)

Recommended Tutoring Program

Academic Clubs
1.7.4 Socio-Economically Disadvantaged Students

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

The instructional design of MSA-6 addresses the needs of low-income and socio-economically disadvantaged students. The School identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. Free tutoring of all core classes is provided to the student after school. Free tutoring tailors to specific learning styles and needs, makes students able to progress at their own pace, gives the opportunity to companion with a positive adult role model and promotes emotional support that they may not be able to get at home. The tutoring of upper-grade students will also motivate students on learning.

While continuous free tutoring, additional resources given by teachers and available at the library, and after school programs enhance the academic progress of the students; home visits, sleepovers, motivational guest speaker programs, parent meetings, university and college visits, and field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students will have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

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

Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Please also see section 1.4 “Instructional Design” and section 1.7.3 “Students Achieving Below Grade Level” for more information about how these programs will be beneficial to low-achieving and socio-economically disadvantaged students. The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students.

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

Federal Law Compliance

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

Special Education Program

All LAUSD-authorized 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 LAUSD Board of Education approval, MSA-6 will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and MSA-6 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 has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools 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.

Modified Consent Decree Requirements

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

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

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

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**
  
  All Students enrolled December 1, 2013.

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

- **Dropout 2012-13 (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**

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

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.
1.8 “A TYPICAL DAY”

If prospective sixth grade students spent a day visiting MSA-6, they would notice students on campus before school began, from about 7:30 a.m. to 7:55 a.m., some having breakfast (as part of the federal meals program) and visiting with friends, others having breakfast and working on an assignment, perhaps with the help of an older student or an adult tutor. As it nears time for class to begin, i.e., 8 a.m., they would see students heading toward their classrooms.

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

These prospective students would observe enthusiasm in both the teachers and students. During a math lesson (or any other class), students may learn the subject through an online standards-based movie or a PowerPoint presentation. In the computer lab, they work on a core content course during their technology integration class focusing on applying technology skills to the current unit of study. For example, the science class is involved in a lab exploration that integrates inquiry-based questions. The teacher leads a class discussion to develop theories about the topic. The A+ Advanced Math class students are tackling math brain teasers in groups. Another group is conducting an electrolysis experiment and observing the production of hydrogen gas from water. Robotics class is working in teams designing, building, programming and testing their robots to evaluate whether the robots can accomplish the tasks they are designed for. Students are using STEM and writing skills in a hands-on project that reinforce their learning. They would see students having fun as they learned.

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

When the prospective sixth graders walked by other classrooms, they would see sixth graders singing about the life cycle of a frog, and other sixth graders describing the ecosystem of the desert to their peers, some in Spanish, and seventh graders conducting science experiments, demonstrating understanding of the scientific method.

What they might have seen but not been able to put into words was that teachers were using the inquiry-based method:

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

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

At lunch, they would have observed all students practicing proper manners and good dining skills, and conversations taking place at an appropriate volume. A balanced lunch is provided, through the federal meals program, and students are encouraged to drink plenty of water. Guest presenters are frequently on campus during the lunch hour, such as a local college rhetoric instructor hosting an informal chat on the history of public speaking. After lunch, they would notice all
students using the recycling bins and waste cans to dispose of trash.

The after-school program is appealing. The prospective new students would see students staying after school, from about 3 p.m. to 4 p.m., to participate in clubs, service learning projects, preparation for local, national and/or international competitions, and access to free tutoring by teachers, volunteers and advanced students. The library and computer lab is open and staff and teachers are available to help with online research, assistance and review, enrichment or remediation in all subject areas.

By the time the visiting students went home teachers were engaged in discussion with parents regarding the progress of their children and discussing cooperative strategies and action plans. And on Tuesdays, teachers participate in staff development meetings, from about 2:30 p.m. to 4 p.m., to discuss daily school operations and construct further improvement plans. Teachers share experiences and upcoming school wide projects are organized.
ELEMENT 2: MEASURABLE PUPIL OUTCOMES &  
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


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

MSA-6 has developed the following Student Learning Outcomes (SLOs) with the collaboration of the school community and the MPS Central Office (see Table 1). The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-6. Our schoolwide SLOs are embedded in our curriculum including the Get Ready For Life (GRFL), our instructional practice, core values, and daily culture at our school.

All students will be held accountable to the California State Standards and California Common Core State Standards and supported to achieve the MSA-6 student learning outcomes. In addition, MSA-6 expects its graduates to have mastered all or part of the MPS core academic skills and lifelong learning and interpersonal skills. In Tables 2 & 3 below, you will find those skills, along with representative measurable outcomes and sample assessment tools.

Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important to tracking performance progress and provide key data about the efficacy of MSA-6’s academic program. This data is used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. The principal, staff, and teachers of MSA-6 will be held accountable by the MPS Board of Directors for meeting student outcome goals.

To better serve the students and the community, MSA-6 will continue to examine and update its measurable student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such a mission. Should any changes to the measurable pupil outcomes be made, MSA-6 will submit those changes to the District as an update to the charter.
# Student Learning Outcomes

**Table 1 – Student Learning Outcomes**

<table>
<thead>
<tr>
<th>MSA-6 graduates will be:</th>
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</table>
| **21ST CENTURY SCHOLARS** | Use technology effectively to access, organize, research and present information.  
Demonstrate the ability to integrate technology as an effective tool in their daily lives.  
Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).  
Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements. |
| **CRITICAL THINKERS** | Apply, analyze, identify, synthesize and evaluate information and experiences.  
Connect the skills and content learned across the curriculum and evaluate multiple points of view.  
Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.  
Utilize Problem-solving techniques during conflict resolution and to compromise. |
| **EFFECTIVE COMMUNICATORS** | Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.  
Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.  
Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. |
| **SOCIALLY RESPONSIBLE GLOBAL CITIZENS** | Embrace and respect cultural diversity through the understanding of our Global World.  
Demonstrate knowledge and understanding of American and World History and the values of different cultures.  
Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.  
Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life. |
Core Academic Skills

The following table summarizes skill goals in core academic areas at the Charter School. Annually, at least 80% of all students who have been enrolled at the Charter School for a full academic year will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science.)

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

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
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</table>
| Core Academic Skills (Mathematics)| • Ability to solve text-based as well as real-world problems using a variety of mathematics tools and procedures  
  • Implement a variety of problem-solving strategies.  
  • Develop fluency in basic computational/procedural skills.  
  • Communicate precisely about quantities and logical relationships.  
  • Make connections among mathematical ideas and between mathematics and other disciplines.  
  • Be aware of the range of careers available in mathematics. | • Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semestery)  
  • State-mandated tests aligned to standards (e.g., CalMAPP) (annual)  
  • Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)  
  • MAP Testing (quarterly)                                                                 |
| Core Academic Skills (Science)    | • Work individually and on a team, using scientific inquiry and skills and the scientific method to ask and answer questions about the physical world.  
  • Use critical thinking skills to analyze scientific problems and reach conclusions.  
  • Effectively communicate results verbally and in writing.  
  • Be aware of the range of careers available in science. | • Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semestery)  
  • State-mandated tests aligned to standards (grades 6 – 11) (annual)  
  • Portfolios of student work, reports and/or exhibits scored by the teacher using rubrics. (monthly) |
| Core Academic Skills (Language Arts) | • Grade-level and critical reading skills.  
  • Knowledge of a coherent body of literature from the traditional canon.  
  • Effective and accurate writing skills.  
  • Effective verbal communication skills.  
  • Critical-thinking skills. | • Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semestery)  
  • State-mandated tests aligned to standards (e.g., CalMAPP) (annual)  
  • Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly) |
| Core Academic Skills (History / Social Science) | • Ability to analyze, explain, and evaluate world, US and world history.  
  • Ability to link events in one historical period to another.  
  • Effective writing and verbal communication skills.  
  • Critical-thinking skills.  
  • Critical-reading skills.  
  • Understanding of cause and effect.  
  • Understanding the importance of belief systems. | • Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semestery)  
  • State-mandated tests aligned to standards (annual)  
  • Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly) |
Lifelong Learning and Interpersonal Skills

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

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

<table>
<thead>
<tr>
<th>Skills</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</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.  
▪ Be able to assume leadership in group tasks. | ▪ End of semester teacher evaluations on student behaviors.  
▪ Teachers’ comments entered into the Student Information System, CoolSIS  
▪ Assignments, tests and activities in Character Education, Life Skills, College Prep 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, CoolSIS  
▪ Assignments, tests and activities in Character Education, Life Skills, College Prep 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, CoolSIS  
▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.  
▪ Portfolios of student work, reports and/or presentations scored using rubrics. |
| Critical Thinking and Problem Solving | ▪ Implement stop, think, and act strategies in solving daily life problems.  
▪ Generate alternative solutions to problems and predict possible outcomes.  
▪ Apply the steps of systematic decision-making in school and life. | ▪ End of semester teacher evaluations on student behaviors.  
▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.  
▪ Portfolios of student work, reports and/or presentations scored 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.  
▪ Assignments, tests and activities in Character Education, Life Skills, College Prep 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, CoolSIS  
▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.  
▪ Portfolios, presentations and/or exhibits of student work, peer competitions |
Measurable Goals of the Educational Program (Eight State Priorities)

Tables 4 & 5 below delineate Charter School school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, Charter School will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.
### Table 4 – Measurable goals of the educational program (Eight State Priorities)

#### CHARTER SCHOOL ANNUAL GOALS & ACTIONS TO ACHIEVE ANNUAL GOALS

**STATE PRIORITY #1: BASIC SERVICES**

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #1</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</td>
<td>- Charter School will conduct credential review as part of teacher hiring process. <em>(Principal; HR)</em></td>
</tr>
<tr>
<td>2. Charter School will annually review master schedule/teacher assignments to ensure compliance. <em>(Principal)</em></td>
<td></td>
</tr>
</tbody>
</table>

**TEACHERS:**

**INSTRUCTIONAL MATERIALS:**

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #1</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For each year of the charter, every student will have sufficient access to standards-aligned instructional materials.</td>
<td>- Charter School will annually review alignment of instructional materials to standards. <em>(Principal; MPSCO)</em></td>
</tr>
<tr>
<td>2. Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials <em>(Principal; Business Manager)</em></td>
<td>- Charter School will annually review budget and plan to ensure adequate budget for instructional materials <em>(Principal; Business Manager)</em></td>
</tr>
</tbody>
</table>

**FACILITIES:**

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #1</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For each year of the charter, the school facilities will be maintained in good repair.</td>
<td>- Annual and monthly facility inspections will screen for safety hazards. <em>(Principal)</em></td>
</tr>
<tr>
<td>2. Daily general cleaning by custodial staff will maintain campus cleanliness. <em>(Custodian, with report to Principal)</em></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charter School will fully implement state-adopted ELA and Math academic content</td>
<td></td>
</tr>
</tbody>
</table>
### ACHIEVE PRIORITY #2

and performance standards by 2014-15 for all students, including subgroups.

- Charter School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.

### ACTIONS TO ACHIEVE ANNUAL GOALS

- Charter School will implement its Common Core Transition Plan. *(Principal; MPSCO)*
- Charter School will ensure ELA and Math curricula and assessments are aligned to the CCSS. *(Principal; MPSCO)*
- Annually, teachers will participate in professional development on the implementation of CCSS. *(Principal; MPSCO)*

### EL STUDENTS

### ANNUAL GOALS TO ACHIEVE PRIORITY #2

- All students will gain academic content knowledge through the implementation of CCSS.

### ACTIONS TO ACHIEVE ANNUAL GOALS

- EL students will participate in ELA/Literacy instruction with appropriate instructional support. *(Principal; Dean of Academics)*

### STATE PRIORITY #3: PARENTAL INVOLVEMENT

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

### PARENT INPUT

### ANNUAL GOALS TO ACHIEVE PRIORITY #3

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

### ACTIONS TO ACHIEVE ANNUAL GOALS

- Charter School will have parents on its School Site Council (SSC). *(Principal)*
- Charter School will hold regular SSC meetings. *(Principal)*
- Charter School will have a Parent Task Force (PTF). *(Principal)*
- Charter School will hold regular PTF meetings. *(Principal)*

### PROMOTING PARENT PARTICIPATION

### ANNUAL GOALS TO ACHIEVE PRIORITY #3

- Charter School will provide opportunities for parent involvement.

### ACTIONS TO ACHIEVE ANNUAL GOALS

- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. *(Principal)*
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students’ grades through CoolSIS, an online web portal. *(Principal; Dean of Academics)*
- Charter School will communicate with the parents of academically low-achieving students. *(Principal; Dean of Academics)*
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. *(Principal; Dean of Academics)*
**STATE PRIORITY #4: PUPIL ACHIEVEMENT**

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

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

### (A) STATEWIDE ASSESSMENTS

**ANNUAL GOALS TO ACHIEVE PRIORITY #4**
- Charter School will set and strive to meet targets in ELA and math on the CalMAPP assessment system.

**ACTIONS TO ACHIEVE ANNUAL GOALS**
- Charter School will set targets based on prior year data once baseline has been established. *(Principal; Dean of Academics; MPSCO)*
- Charter School will synthesize information into reports. *(Dean of Academics; MPSCO)*
- Charter School will regularly review progress towards targets. *(Principal; Dean of Academics; MPSCO)*
- Charter School will provide additional supports and interventions, as needed. *(Principal; Dean of Academics; MPSCO)*

### (B) API

**ANNUAL GOALS TO ACHIEVE PRIORITY #4**
- Charter School will meet or exceed the annual API growth target.

**ACTIONS TO ACHIEVE ANNUAL GOALS**
- Charter School will regularly review progress towards targets. *(Principal; Dean of Academics; MPSCO)*

### (C) COLLEGE/CAREER READINESS

**ANNUAL GOALS TO ACHIEVE PRIORITY #4**
- Students will be on track to be college/career ready.

**ACTIONS TO ACHIEVE ANNUAL GOALS**
- Charter School will offer courses that meet UC/CSU admission requirements. *(Principal; Dean of Academics; MPSCO)*
- Charter School will offer "Advisory" classes, a college planning and career exploration program for students. *(Principal; Dean of Academics; College Advisor)*
- Charter School will offer special programs to prepare students for the SAT/ACT tests. *(Principal; Dean of Academics; College Advisor)*
- Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. *(Principal; College Advisor)*
### (D) EL PROGRESS

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>• ELs will advance at least one overall performance level on the CELDT each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed. (<em>Principal; Dean of Academics</em>)</td>
</tr>
</tbody>
</table>

### (E) EL RECLASSIFICATION RATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>• EL students will be reclassified as fluent English proficient (RFEP) annually.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed. (<em>Principal; Dean of Academics</em>)</td>
</tr>
</tbody>
</table>

### (F) AP EXAM PASSING RATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>• Students will take and pass AP exams at a high rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (<em>Principal; Dean of Academics</em>)</td>
</tr>
</tbody>
</table>

### (G) EAP PARTICIPATION & PASSING RATES

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>• Students will demonstrate college preparedness pursuant to the EAP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• Charter School will encourage and support students to participate in the EAP program and demonstrate college preparedness. (<em>Principal; Dean of Academics; College Advisor</em>)</td>
</tr>
<tr>
<td></td>
<td>• Charter School will offer “Advisory” classes, a college planning and career exploration program for students. (<em>Principal; Dean of Academics; College Advisor</em>)</td>
</tr>
<tr>
<td></td>
<td>• Charter School will regularly review progress towards targets. (<em>Principal; Dean of Academics; College Advisor</em>)</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #5: STUDENT ENGAGEMENT

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

- (A) School attendance rates
- (B) Chronic absenteeism rates
- (C) Middle school dropout rates
- (D) High school dropout rates
- (E) High school graduation rates

### (A) SCHOOL ATTENDANCE RATES

| ANNUAL GOALS TO ACHIEVE PRIORITY #5 | • Charter School will maintain a high student attendance rate. |
### ACTIONS TO ACHIEVE ANNUAL GOALS

<table>
<thead>
<tr>
<th>Priority #5</th>
<th>ANNUAL GOALS TO ACHIEVE</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Charter School will provide a safe environment that cultivates respect for self and others. <em>(Principal; Dean of Students)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Charter School will encourage and support student attendance. <em>(Principal; Dean of Students; Office Manager)</em></td>
</tr>
<tr>
<td>(B) CHRONIC ABSENTEEISM RATES</td>
<td>• Charter School will maintain a low chronic absenteeism rate.</td>
<td>• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook. <em>(Principal; Dean of Students; Office Manager)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. <em>(Principal; Dean of Academics; Dean of Students)</em></td>
</tr>
<tr>
<td>(C) MIDDLE SCHOOL DROPOUT RATES</td>
<td>• Charter School will maintain a low middle school dropout rate.</td>
<td>• Charter School will reduce dropout rates by providing academic and social support in a small school environment. <em>(Principal; Dean of Academics; Dean of Students)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. <em>(Principal; Dean of Academics; Dean of Students)</em></td>
</tr>
<tr>
<td>(D) HIGH SCHOOL DROPOUT RATES</td>
<td>• Charter School will maintain a low high school dropout rate.</td>
<td>• Charter School will reduce dropout rates by providing academic and social support in a small school environment. <em>(Principal; Dean of Academics; Dean of Students)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. <em>(Principal; Dean of Academics; Dean of Students)</em></td>
</tr>
<tr>
<td>(E) HIGH SCHOOL GRADUATION RATES</td>
<td>• Charter School will maintain a high rate of high school graduation.</td>
<td>• Charter School will develop and gain support for a school culture that promotes high expectations for all its students, including high school graduation. <em>(Principal; Dean of Academics; Dean of Students)</em></td>
</tr>
</tbody>
</table>

### STATE PRIORITY #6: SCHOOL CLIMATE

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

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

(A) PUPIL SUSPENSION RATES

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

(B) PUPIL EXPULSION RATES

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

(C) SENSE OF SAFETY AND SCHOOL CONNECTEDNESS

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #6</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students, parents, and teachers will feel a sense of community and connectedness.</td>
<td>▪ Charter School will annually administer school satisfaction surveys to students, parents, and teachers. <em>(Principal; MPSCO)</em></td>
</tr>
</tbody>
</table>

STATE PRIORITY #7: COURSE ACCESS

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

“Broad course of study” includes the following, as applicable:
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

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

### COURSE ACCESS

**ANNUAL GOALS TO ACHIEVE PRIORITY #7**

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

**ACTIONS TO ACHIEVE ANNUAL GOALS**

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

### STATE PRIORITY #8: PUPIL OUTCOMES

Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable

**ANNUAL GOALS TO ACHIEVE PRIORITY #8**

- Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives.

**ACTIONS TO ACHIEVE ANNUAL GOALS**

- Charter School will regularly review progress towards targets. *(Principal; Dean of Academics; MPSCO)*
- Charter School will provide additional supports and interventions, as needed. *(Principal; Dean of Academics; MPSCO)*
MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

Below is a table “consistent with the way information is reported on a school accountability report card”, CA Education Code 47605(b)(5)(C)), that identifies and describes specific targets that align with the Eight State Priorities identified in CA Education Code 52060(d).

The Charter School's goals, actions and targets associated to the Eight State Priorities may be revised depending on the Local Control and Accountability Plan adopted by the MPS Board of Directors.
Table 5 – Performance Targets Aligned to State Priorities

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
<th>PERFORMANCE TARGETS</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #1: BASIC SERVICES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>- Initial and annual verification of teacher credentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Compliance documentation for Charter School Oversight Visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) Percentage of students who will have sufficient access to standards-aligned instructional materials</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>- Inventory of instructional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CoolSIS purchase requests for instructional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Percentage of items on facility inspection checklists in compliance/good standing</td>
<td>≥90%</td>
<td>≥90%</td>
</tr>
<tr>
<td>- Monthly site inspection documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Annual facility inspection reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D) Daily cleanliness spot checks</td>
<td>Daily</td>
<td>Daily</td>
</tr>
</tbody>
</table>

STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

<table>
<thead>
<tr>
<th>A) Percentage of CCSS implementation in ELA and Math</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher curriculum maps and lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) Percentage of teacher participation in professional development on the implementation of CCSS</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>- Charter School professional development calendar and agendas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Percentage of students who will gain academic content knowledge through the implementation of CCSS</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>- Teacher lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Class schedules and rosters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STATE PRIORITY #3: PARENTAL INVOLVEMENT
A) **Minimum number of parents on the School Site Council (SSC)**

- SSC meeting agendas and minutes
  - 2 parents
  - 2 parents
  - 2 parents
  - 2 parents
  - 2 parents

B) **Minimum number of SSC meetings per year**

- SSC meeting agendas and minutes
  - 4 meetings
  - 4 meetings
  - 4 meetings
  - 4 meetings
  - 4 meetings

C) **Minimum number of Parent Task Force (PTF) meetings per year**

- PTF meeting agendas and minutes
  - 4 meetings
  - 4 meetings
  - 4 meetings
  - 4 meetings
  - 4 meetings

D) **Minimum number of parent activities/events Charter School will hold per year**

- Events calendar, newsletters, sign-in sheets, parent-teacher conference sheets
  - 5 activities / events
  - 5 activities / events
  - 5 activities / events
  - 5 activities / events
  - 5 activities / events

E) **Teachers will update CoolSIS records**

- CoolSIS records
  - Daily / weekly
  - Daily / weekly
  - Daily / weekly
  - Daily / weekly
  - Daily / weekly

F) **Minimum number of progress reports/report cards sent to parents per year**

- Progress reports/report cards, parent-teacher conference sheets
  - 4 reports
  - 4 reports
  - 4 reports
  - 4 reports
  - 4 reports

G) **Percentage of students who will be home-visited per year**

- Home visit calendar
  - ≥25%
  - ≥25%
  - ≥25%
  - ≥25%
  - ≥25%

### STATE PRIORITY #4: PUPIL ACHIEVEMENT

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

- CalMAPP reports by CDE
- Interim assessment reports
- Intervention rosters

**B** API growth target for all students, including all numerically significant student subgroups, based on prior year data

- API/AYP reports by CDE

**C** Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements

- Graduation reports
- CALPADS reports
- 4-year plans
- Class schedules and rosters

<table>
<thead>
<tr>
<th></th>
<th>Meet or exceed target for growth</th>
<th>Meet or exceed target for growth</th>
<th>Meet or exceed target for growth</th>
<th>Meet or exceed target for growth</th>
<th>Meet or exceed target for growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>B</td>
<td></td>
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<tr>
<td>C</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>
### D) Percentage of ELs advancing at least one overall performance level on the CELDT
- CELDT reports

<table>
<thead>
<tr>
<th></th>
<th>≥50%</th>
<th>≥50%</th>
<th>≥50%</th>
<th>≥50%</th>
<th>≥50%</th>
</tr>
</thead>
</table>

### E) Percentage of ELs reclassified to fluent English proficient (RFEP)
- CELDT reports
- CALPADS records
- Reclassification documents

- Meet or exceed target for growth
- Meet or exceed target for growth
- Meet or exceed target for growth
- Meet or exceed target for growth
- Meet or exceed target for growth

### F) Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher
- College Board reports
- 4-year plans
- AP class schedules and rosters

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
<th>50%</th>
<th>50%</th>
</tr>
</thead>
</table>

### G) Percentage of students who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness
- EAP reports

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>N/A</th>
<th>50%</th>
<th>55%</th>
<th>60%</th>
</tr>
</thead>
</table>

## STATE PRIORITY #5: STUDENT ENGAGEMENT

### A) ADA rate
- ADA reports

<table>
<thead>
<tr>
<th></th>
<th>≥95%</th>
<th>≥95%</th>
<th>≥95%</th>
<th>≥95%</th>
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</thead>
</table>

### B) Chronic absenteeism rate
- Daily attendance records

<table>
<thead>
<tr>
<th></th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
</tr>
</thead>
</table>

### C) Middle school dropout rate
- Enrollment records
- CDE records/CALPADS reports

<table>
<thead>
<tr>
<th></th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
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</tr>
</thead>
</table>

### D) High school dropout rate
- Enrollment records
- Graduation records
- CDE records/CALPADS reports

<table>
<thead>
<tr>
<th></th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
</tr>
</thead>
</table>

### E) Four-year cohort graduation rate
- Enrollment records
- Graduation records
- CDE records/CALPADS reports

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
<th>85%</th>
<th>90%</th>
</tr>
</thead>
</table>

## STATE PRIORITY #6: SCHOOL CLIMATE

### A) Student suspension rate
- Behavior incident reports via CoolSIS
- Suspension reports via CoolSIS, Wellgent
- CDE records/CALPADS reports

<table>
<thead>
<tr>
<th></th>
<th>≤5%</th>
<th>≤5%</th>
<th>≤5%</th>
<th>≤5%</th>
<th>≤5%</th>
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</table>


### B) Student expulsion rate

<table>
<thead>
<tr>
<th></th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
<th>≤1%</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Behavior incident reports via CoolSIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDE records/CALPADS reports</td>
<td></td>
<td></td>
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</tbody>
</table>

### C) Approval rating on surveys of students, parents, and teachers on the sense of safety and school connectedness

<table>
<thead>
<tr>
<th></th>
<th>≥85%</th>
<th>≥85%</th>
<th>≥85%</th>
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<tbody>
<tr>
<td>Survey reports</td>
<td></td>
<td></td>
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</tbody>
</table>

### STATE PRIORITY #7: COURSE ACCESS

#### A) Percentage of students, including all subgroups, unduplicated students, and students with exceptional needs, who will have access to and enroll in all core subjects and electives available

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
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</thead>
<tbody>
<tr>
<td>Master schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student schedules</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

### STATE PRIORITY #8: PUPIL OUTCOMES

#### A) Percentage of students enrolled at the Charter School for a full academic year who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science) and electives

<table>
<thead>
<tr>
<th></th>
<th>≥80%</th>
<th>≥80%</th>
<th>≥80%</th>
<th>≥80%</th>
<th>≥80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade reports via CoolSIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CalMAPP/state standardized test reports by CDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Interim assessment reports</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Intervention rosters</td>
<td></td>
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</tbody>
</table>
MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

MSA-6 shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in Elements 2&3, MSA-6 will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments will be aligned to the school's mission, exit outcomes and the curriculum. Results of these assessments will be used to facilitate continuous improvement of the programs offered at each school site. MSA-6 will conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

Standardized Tests

MSA-6 will use state-mandated tests to monitor each student's performance and academic growth. State-mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will also help teachers evaluate students.

MSA-6 will continue over time to examine and refine its methods for assessing student outcomes to reflect the school's mission and any changes in statewide student assessments that may become applicable to charter schools.

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

Formative Assessments

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. MAP testing will be utilized to measure student progress three times a year. As explained in section 1.4.1, “Data Driven Design,” students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education's website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill’s Acuity program software, Holt McDougal Publisher’s resources, and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on California content standards/framework which have not been achieved.

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

Computer Adapted Tests

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

The results of STAR assessments, along with school-specific assessment data, will be used to evaluate progress. Each school site's staff, led by the dean of academics, department chairs, and intervention/enrichment coordinator, will collect, analyze and review the results of school-wide assessment and recommend modifications, if they are needed, to the school’s curriculum and other programs at the end of every semester. Parents will be apprised of their students’ progress through quarterly report cards. The school will record grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-6 will have at least one computer on campus available for parent use.

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

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

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

CoolSIS: MPS' School Information System

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

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

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

- Longitudinal studies can be performed using CoolSIS.
GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At least two progress reports and two report cards will be mailed home per year. Progress reports are not final and indicate a student’s performance to-date in the semester. Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student’s transcript.

At MSA-6 course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department will work with the Department Chair in conjunction with the School's Academic Coordinator to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-6 will follow a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for AP and approved college courses.

Middle School Grade Promotion

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

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

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

High School Grade Promotion

In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a “C” (=2.0) to earn credit for the course.

To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.)

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

Please refer to the Student/Parent handbook for more detailed information on grading and promotion.
ELEMENT 4: GOVERNANCE

CA Education Code Section 47605(b)(5)(D): The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement.

GENERAL PROVISIONS

As an independent charter school, MSA-6, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

MSA-6 shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the MSA-6’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

4.1 GOVERNANCE STRUCTURE

Nonprofit Public Benefit Corporation

MSA-6 is a direct funded independent charter school operated by the Magnolia Education and Research Foundation (as already designated herein as “Foundation”) doing business as Magnolia Public Schools (MPS), a California Nonprofit Public Benefit Corporation, pursuant to California law.

MSA-6 will operate autonomously from the District with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of MSA-6, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. MSA-6 and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.
Organizational Chart of MPS

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

*Figure 1 - Organizational chart of MPS*
MPS Board of Directors

MSA-6 will be governed in accordance with all applicable laws and regulations relating to public agencies and charter schools and its corporate bylaws. The MPS Board of Directors (“the Board”) is responsible for MSA-6’s operation and governance. The Board is responsible for hiring and supervising the Chief Executive Officer (CEO). The CEO will embody, advocate, and put into operation the vision, mission, and strategic direction of MPS, and oversee all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO is not a member of the Board, but will fulfill the role of the corporation’s general manager and will have general supervision, direction, and control over the corporation’s business and officers, subject to the control of the Board.

The CEO hires, supervises, disciplines, and as needed, dismisses the school’s Principal. The Principal, in collaboration with the CEO and the HR department at the MPS Central Office (MPSCO), hires, promotes, disciplines, and as needed, dismisses staff and teachers at the school. The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the MPSCO staff and the Principal.

The Board approves major school and MPS policies, and budgets for MSA-6. The Board’s responsibilities include, but are not limited to, the following:

- Promote, guard, and guide the MPS vision and mission;
- Ensure the Charter School meets its mission and goals;
- Establish educational policies;
- Ensure the rights and educational opportunities of all students;
- Hire, supervise, and evaluate the CEO;
- Support the CEO and review his/her performance;
- Ensure effective organizational planning;
- Ensure adequate resources;
- Manage resources effectively;
- Determine and monitor the Charter School’s programs and services;
- Establish budget procedures and determine budgetary allocations;
- Approve and monitor the Charter School’s annual budget, budget revisions, and monthly cash flow statements;
- Determine the methods of raising revenue;
- Approve contractual agreements;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Enhance the Charter School’s public image;
- Recruit and appoint new Board members and provide orientation training;
- Maintain Board operations; and
- Assess its own performance;

The Board may initiate and carry on any program or activity, or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to the MPS Central Office (MPSCO), including input from school site administrators, any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

**Chief Executive Officer (CEO)**

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

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

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

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

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

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

Manage any required facility acquisition, maintenance and renovation efforts;

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

**Magnolia Public Schools Central (MPSCO)**

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

- Overseeing operations of the schools to ensure compliance with the charter agreements
- Making hiring recommendations regarding school principals to the CEO
- Curriculum development
- Professional development
- Payroll
- Purchasing
- Budgeting
- Financial and other reporting
- Annual audit
- Community outreach
- Public relations
- Information Technology (IT) support
- Data management
- Facility management
- Human resources
Organizational Chart of MSA-6

Please see the following figure for the organizational chart of MSA-6.

*Figure 2 - Organizational chart of MSA-6*
Principal

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

Dean of Academics

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

Dean of Students

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

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

School Site Council (SSC)

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

The SSC consists of:

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

English Learner Advisory Committee (ELAC)

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

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at MSA-6 when the site has 21 or more students of LEP.
4.2 Governing Board Composition and Member Selection

Composition

The Board shall consist of a minimum of three (3) and a maximum of eleven (11) directors, as provided in the Bylaws of the corporation. The officers shall be a President, a Secretary, and a Treasurer. The officers shall be chosen annually by the Board and shall serve at the pleasure of the Board.

Service Terms

Each director shall hold office for five (5) years and until a successor director has been designated and qualified. Board terms are renewable upon mutual consent between the Board and the member.

Qualifications

Each member of the Board has been carefully chosen for his/her passion and commitment to the MPS vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of MPS.

Selection

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

4.3 Governance Procedures and Operations

Board Meetings

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

Regular meetings of the Board of Directors shall be held bimonthly on the second Thursday of related month, unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance. Board meeting agendas with date, time, and location are posted at all MPS school sites and on the web sites, in compliance with the Brown Act, to maximize public participation. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Central Office (MPSCO) or such other place as the Board may direct according to its Bylaws. The public may request board records by calling MPSCO.
Special meetings of the Board for any purpose may be called at any time by the President of the Board or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda.

Committees

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

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

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

Quorum

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

Board Action/Voting

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

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

Teleconferencing

As a multi-jurisdictional entity and per filings with the FPCC, the Brown Act authorizes MPS to hold its meetings in one of several counties across the state.¹ To ensure public participation for Los Angeles County stakeholders, MPS will provide video and/or phone conferencing access at one or more of its school sites within LAUSD. This would allow members of the public to watch and participate in board meetings by going to a designated room on campus which has a live video and/or phone conferencing capabilities. Information about the participation procedure will be included on the agenda and information web pages for the meetings. All participants/speakers will have access to language translation services if requested in advance.

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

- At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the territory in which the Corporation operates;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

¹ Cal. Gov. Code §54954(b)
4.4 STAKEHOLDER INVOLVEMENT

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

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

Teachers are active participants of the decision-making process at MPS. As explained in Element 1, MSA-6 staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits. Besides this general staff meeting, all teachers meet in departments and in grade levels once a month. Through these regular meetings and other means, such as school improvement activities, other communications with the school administration, and Principal support, teachers are empowered to be leaders and they become an active part of the decision-making process.

4.4.1 Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-6. By having representative(s) on the Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Please see section 4.1 for the role of SSC in the governance structure of MSA-6.

Parent Task Force (PTF)

The PTF is the Parent/Guardian Club at MSA-6. Its mission is to contribute in building a rich supportive environment for students as the PTF works in partnership with the administration, teachers and parents of the Charter School. The PTF will facilitate students’ success in the 21st century classroom and workforce by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:

- Support the Charter School in its mission;
- Promote communication and mutual respect among parents, faculty and administration;
- Support the educational and social objectives of the school through PTF-sponsored programs;
- Provide direct financial support to the school through organized fundraising events;
- Provide financial assistance to programs that directly impact teachers and students;
- Organize community-building events.

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

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

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

• Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-6.

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

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

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

4.4.2 Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-6 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-6 will work with parents to make them aware of the importance of their involvement in their children’s education through some combination of the following activities:

• Parent education groups where parents will learn the importance of their involvement in their child’s education.

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

• One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

4.4.3 Student-Teacher Status Portal

MSA-6 uses CoolSIS\(^1\), an online web portal currently being used at all MPS. The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students’ grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

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

\(^1\) See section “CoolSIS: MPS' School Information System” in Elements 2&3.
Title IX, Section 504, and Uniform Complaint Procedures

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that MSA-6 does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

Legal and Policy Compliance

MSA-6 shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

Responding to Inquiries

MSA-6, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. MSA-6, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

Notification of the District

MSA-6 shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by MSA-6. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.
Transfer of Student Records

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

CA Education Code Section 47605(b)(5)(E): The qualifications to be met by individuals to be employed by the school.

Equal Employment Opportunity

MSA-6 acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

MSA-6 will be nonsectarian in its programs, admission policies, employment practices, and all other operations. MSA-6 will not require any employee to work at the charter school.

5.1 EMPLOYEE POSITIONS AND QUALIFICATIONS

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

Principal

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

Skills and Qualifications for the Principal:

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

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Report to and consult with MPSCO.
Hire, supervise, and evaluate the faculty and school site staff.

Comply with state and federal laws and regulations affecting the school.

Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MPS policy, including accurate and timely reports of maximum attendance to requisition textbook.

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

Direct and manage extracurricular and intramural programs.

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

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

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

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

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

Communicate with the chartering agency and attend necessary meetings.

Report to the chartering agency when required.

**Dean of Academics**

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

- B.S. degree (preferably 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.

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

**Academic Program**

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

**Student Performance**

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

**School Improvement**

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

**Personnel Management**

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

**Staff Development**

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

**Dean of Students**

*Skills and Qualifications for the Dean of Students:*

- B.S. degree
- Experience in teaching 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.

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

*Student Management*

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

*Supervision*

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

*Discipline*

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

*Support Services*

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

*Teachers*

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

- BA or BS (as appropriate) degree in subject matter (preferably with emphasis in engineering or natural science)
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses as defined in the section titled “NCLB and Credentialing Requirements”
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

Teacher’s Responsibilities and Duties:

Instructional Strategies

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

Growth and Development

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

Classroom Management and Organization

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

**Communication**

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

**Other**

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

**Special Education Teacher**

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

**Skills and Qualifications:**

- B.A. or B.S. degree
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Highly Qualified in accordance with the No Child Left behind Act

**Special Education Teacher’s Responsibilities and Duties:**

**Instructional Strategies**

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure comprehension of learning styles and student needs are met through creation and implementation of
appropriate instructional and learning strategies, activities, materials and equipment

- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

**Growth and Development**

- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

**Classroom Management and Organization**

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

**Communication**

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

**Other**

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

**Special Education Aide**

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

**Skills and Qualifications:**

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

**Special Education Aide's Responsibilities and Duties:**

**Instructional Support**

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

**Student Management**

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

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

**Substitute Teachers and Tutors**

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities in MSA-6 will be free of charge for all students.

**Office Personnel**

Clerical staff will be selected by the Principal on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

**Skills and Qualifications:**

- Capable of working with children
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Knowledge of office management
- Able to use general office equipment
- Up-to-date computer and technology knowledge
- Exceptional organizational, communication, public relations, and interpersonal skills.

**Responsibilities and Duties:**

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with the school administration
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents
5.2 NCLB AND CREDENTIALING REQUIREMENTS

NCLB and Credentialing Requirements

MSA-6 shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

MSA-6 will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001). MSA-6 will hire teachers that meet the following qualifications:

- California Commission on Teacher Credentialing certificate in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be highly qualified in NCLB core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All “a-g” courses, as defined by the University of California, including the high school technology course 'Computer Science' will be taught by NCLB compliant teachers. MSA-6 will require physical education health teachers, middle school technology teachers, and teachers of any other non-core, non-college preparatory courses to have a bachelor's degree and competency in a related field as defined by the Title 5 California Code of Regulations, section 6111:

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

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

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

  (3) Undergraduate major in the subject taught,

  (4) Graduate degree in the subject taught, or

  (5) Coursework equivalent to undergraduate major.

Appropriate records of credentials held by MSA-6 teachers and supporting documentation will be monitored and maintained by the COO (or designee) at MPSCO. Credentials will be monitored annually in compliance with state and federal law.

MSA-6 teachers will be required and expected to:

- Abide by the MPS Employee Handbook

- Have EL authorization if teaching to EL students

- Be proficient in the use of computers, including but not limited to technology skills to handle MPS' Technology Integrated Education (TIE), word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media, and demonstrate strong classroom management skills

- Have knowledge of curriculum and instruction
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

CA Education Code Section 47605(b)(5)(F): The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

Health, Safety and Emergency Plan

MSA-6 shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. MSA-6 shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

MSA-6, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

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

Immunization and Health Screening Requirements

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

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

The health and safety of MSA-6 staff and pupils is a high priority for the school. The Charter School will follow all required safety regulations including emergency policies and procedures. MSA-6 will comply with all applicable health and safety laws and regulations. MSA-6 will operate as a drug, alcohol, and tobacco free workplace. MPS has adopted and
implemented a comprehensive health and safety plan to create a safe and secure learning environment, keep it on file for review and train its staff annually on the safety procedures outlined in the plan. It will be the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a “team-on-duty” will be created among teachers and assistant teachers to supervise students at all times. The health and safety policies include, but are not be limited to, the following topics:

**Facilities**

MSA-6 shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The school site will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at least twice a year.

MSA-6 shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Dependent on the facility lease requirements, MSA-6 will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

**Auxiliary Services**

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

**Immunizations and Tuberculosis Testing**

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Regulations Section 6000-6075. Records of student immunizations shall be maintained. MSA-6 will comply with education Code Section 49406 with regard to tuberculosis testing.

**Prescription Medications**

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

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

DIABETES

MSA-6 will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

BLOOD BORNE PATHOGENS

MSA-6 shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

EMERGENCY SITUATIONS

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

Fire Drills

MSA-6 shall comply with the Education Code Section 32001 in regards to conducting fire drills not less than once every calendar month at the elementary level, at least four times every school year at the intermediate levels, and not less than twice every school year at the secondary level. The Office will maintain a record of each drill conducted with the amount of time it takes for complete evacuation.

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

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

Earthquake and Other Disaster Drills

MSA-6 shall conduct bimonthly disaster drills to prepare students and staff for any seismic activity and other disasters. The practice drills include the “duck, hold, cover” procedure. A disaster drill commencing with the “duck, hold, cover” procedure will be initiated by an announcement over the intercom. Students and staff will hear, “This is an emergency drill. Duck, hold, and cover.” Teachers will then turn off the lights and have students get under a desk/table or against the wall away from the windows. Students are to remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

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

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

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

MSA-6 has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers-and staff-not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom. MSA-6 also participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

Bomb Threats

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

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

Evacuation Plan

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

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

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

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

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

MSA-6 shall function as a drug, alcohol and tobacco free workplace.

CRIMINAL BACKGROUND CHECKS

Each employee and contractor of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Employees and contractors will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start working until results are received from the Department of Justice and they are cleared to begin work. The Principal of MSA-6 shall monitor compliance with this policy and report to the MPSCO on a regular basis. The MPSCO shall monitor the fingerprinting and background
clearance of each Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

MSA-6 is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. MSA-6 has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

CHILD ABUSE REPORTING

MSA-6 employees are mandated reporters and will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. MSA-6 staff must report to the proper authorities if they suspect the following occurring to a student:

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

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

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

All suspected cases of child abuse will be brought to the Principal and proper law enforcement of child protective services. A written report of the situation will be completed and either the Department of Child Support Services or the Police Department will be immediately notified. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, MSA-6 staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

WORKPLACE SAFETY

All employees are responsible for their own safety, as well as that of others in the workplace. MSA-6 will rely upon its
employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on MSA-6’s premises, or in a product, facility, piece of equipment, process, or business practice for which MSA-6 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-6 will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in MSA-6’s employee handbook will not be tolerated.

INSURANCE

MSA-6 will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by the District.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

Court-ordered Integration

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

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

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

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

The District and MSA-6 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. No Child Left Behind—Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). MSA-6 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 Charter School.

As required under NCLB, all NCLB-PSC students attending MSA-6 shall have the right to continue attending MSA-6 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to MSA-6 shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

MSA-6 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-6 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, guide-lines, policies and the requirements of NCLB. In the event demand for places at MSA-6 under the NCLB-PSC program increases in subsequent years, MSA-6 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, MSA-6 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-6 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. MSA-6 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

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

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

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I 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

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

MSA-6 also understands that as part of its oversight of the Charter School, the District may conduct program review for federal and state compliance.
MSA-6 implements a recruitment plan to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The Charter School will make every effort to reach out to the students and families in our attendance areas during recruitment as well as segments of the community that will help the Charter School achieve the District’s Racial and Ethnic Balance goal.

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

The Charter School will pursue a wide variety of venues for the distribution of information about the school, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan lists sample activities that the Charter School will undertake in order to achieve LAUSD’s Racial and Ethnic Balance goal.

Languages to be Used

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

Geographic Areas

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

Communication Methods

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

- Direct mailing of 10,000 postcards to the parents/guardians who have 5th and 6th grade children; (November)
- Distribution of flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments; (November-May)

Below is a sample of local community meeting points in our target area:

- Palms-Rancho Park Branch Library
  2920 Overland Ave. Los Angeles, CA 90064
- Venice Boys and Girls Club
  2232 Lincoln Boulevard Venice, CA 90291
- Saint Augustine Church
  3850 Jasmine Avenue
  Culver City, CA 90232
- First Lutheran Church
  3735 Hughes Ave. Los Angeles, CA 90034
- Holding presentations at community meetings at the key locations listed above; (November-May)

In addition to distributing flyers, the Charter School will make efforts to attend local meetings to make brief presentations during open forums about the Charter School’s intent to provide a high quality school choice to the community. We will forge local partnerships and reach out to community leaders by defining the advantages
of having a high performing charter option available in the community.

- Making classroom presentations at elementary schools in the target area; (November-May)
  The Charter School hopes to make classroom presentations at elementary schools and must obtain prior approval from the school site administrator. (Local elementary schools include Shenandoah, Clover Ave., El Marino, Overland, Farragut, Charnock, La Ballona, etc.)

- Hosting Open Houses and providing tours of the school on a regular basis; (November-May)
  The Charter School will hold Open Houses and school tours that are open to the general public and will equip parents to make informed decisions about enrolling their children at the school. A Spanish speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.

- Hosting individual/family meetings;
  The Charter School will provide opportunities for meetings with prospective students and their parents.

- Doing precinct walks in the community; (November-May)
  The Charter School may go door to door, talk to families, and hand out applications.

- Using electronic media;
  The Charter School’s website provides detailed information about the school’s educational program.

- Using press release campaigns;
  The Charter School will send press releases to the newspapers and periodicals written in English, Spanish, and the language of the community providing information and invitations to the community.
ELEMENT 8: ADMISSION REQUIREMENTS

CA Education Code Section 47605(b)(3)(H): Admission requirements, of the charter school, if applicable.

McKinney-Vento Homeless Assistance Act
Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-discrimination
Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.
Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

8.1 ADMISSION REQUIREMENTS
MSA-6 will comply with all applicable state laws pertaining to student admission and enrollment including California Education Section Code 47605(b) and 47605(d). MSA-6 will admit all students residing in California who wish to attend as outlined in Education Code 47605(d)(2).
MSA-6 will not enroll pupils over 19 years of age unless they have been continuously enrolled in public school upon turning age 19 and making satisfactory progress toward high school diploma requirements. MSA-6 will not require any pupil to attend the charter school.
A written admissions application is required for each student. An open application period will be publicly announced each year. The Charter School will include specific information in its outreach materials, on the school website, at community meetings and open forums notifying parents of the Charter School’s open application period and lottery dates. MSA-6 will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with approved charter.
Parents/guardians will be encouraged to either attend MSA-6 workshops or meet with a designated MSA-6 staff or
faculty member before admission to learn about the school mission, teaching philosophy, and how parents can contribute to the school. In these meetings and workshops, our staff will explain the expectations from the parents at home to enable their students to comply with the school schedule and homework requirements, as well as how parents will participate in the activities of subcommittees that help operate the school.

8.2 STUDENT RECRUITMENT

MSA-6 is committed to serving all students, including academically low-achieving, economically disadvantaged students. As with other MPS schools MSA-6 tailors its student recruiting efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” All of the methods outlined in Element 7 are reflective of this mission. Specific activities that will be employed by MSA-6 include: use of English and Spanish collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved student populations.

8.3 LOTTERY PREFERENCES AND PROCEDURES

Informing Parents about the Enrollment Lottery

MSA-6 shall admit all pupils who wish to attend the school. However, if the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. The public random drawing (“lottery”) will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends mid-March, and if applicable, a lottery is held at least two weeks after the open application period ends.)

The Charter School office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties. Otherwise, the school will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery.

Enrollment Preferences

Enrollment preferences in the case of a lottery will be given in the following order:

1. Siblings of existing students
2. Students who are either enrolled in Palms Elementary School or reside in the Palms Elementary School attendance area
3. Students who reside within LAUSD attendance boundaries
4. Children of employees or board members of MSA-6, Magnolia Educational & Research Foundation, and the schools operated by the Foundation
5. All other students permitted by law

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1 Currently, MSA-6 school site is physically located in the attendance area of Palms Elementary School, in which 70% or more of the student enrollment is eligible for free or reduced price meals. As long as MSA-6 school site is physically located in the attendance area of Palms Elementary School, MSA-6 will give preference in admissions to students who are either enrolled in Palms Elementary School or reside in the Palms Elementary School attendance area. (See Ed. Code Section 47614.5(c)(2)(A).)

2 MSA-6 will limit this preference to no more than 10% of all enrollment.
Lottery Procedure

In the lottery, all names are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied. All waiting lists expire annually at the end of the formal academic year, or as otherwise determined by the Board.

MSA-6 will maintain auditable records of the above activities. MSA-6 will invite District representatives as official observers of the lottery to verify the lottery procedures are fairly executed. The lottery will be video-recorded and the School will keep documents in record including a written statement signed by the principal that identifies the procedures used, details of the event, lists of all applicants and applicants who secured a spot at the Charter School through the lottery.

Notifications of Admission Status

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

If the enrollment packets are not returned within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. In addition, the School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not returning the enrollment packets within the 10-day period forfeit their right to enroll their student in the School for that school year, and an admission notice will be mailed to the next student on the waiting list.
**ELEMENT 9: ANNUAL FINANCIAL AUDITS**

CA Education Code Section 47605(b)(5)(I): The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- **a.** Provisional Budget – Spring prior to operating fiscal year
- **b.** Final Budget – July of the budget fiscal year
- **c.** First Interim Projections – November of operating fiscal year
- **d.** Second Interim Projections – February of operating fiscal year
- **e.** Unaudited Actuals – July following the end of the fiscal year
- **f.** Audited Actuals – December 15 following the end of the fiscal year
- **g.** Classification Report – monthly according to school’s Calendar
- **h.** Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- **i.** P1, first week of January
- **j.** P2, first week of April
- **k.** Instructional Calendar – annually five weeks prior to first day of instruction
- **l.** Other reports as requested by the District

### 9.1 ANNUAL AUDIT PROCEDURES

Each fiscal year an independent audit will be conducted of the financial affairs of MSA-6 to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls. MSA-6, with preparation support from MPSCO, will engage an independent certified public accountant with school accounting experience, to audit the school’s financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. Fiscal statements audited by the Certified Public Accountant will be submitted to the LAUSD, LACOE, CDE and California State Controller’s Office by December 15th of each year via mail and/email. Audit exceptions/deficiencies will be resolved to the satisfaction of the District.

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the District.

Financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school’s financial statements, revenue-related data collection and reporting practices and will review the school’s internal controls. Moreover, the audits will assure that the school funds are being handled responsibly and that its financial statements conform to the Government Auditing Standards.
exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of LAUSD. MSA-6 agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. MSA-6 will provide interim financial data required by the district to fulfill its obligation to the county and state. MSA-6 will make financial records available for audit in coordination with MPSCO and contact the outside auditor no later than the end of August for prior year.

9.2 BUSINESS PLAN

Budgets

In Appendix E1, “Proposed Budget and Cash Flow,” please find the following:

- Projected operational budgets for three years of operation
- Cash flow projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

Internal Audit

The Board will form an audit committee each fiscal year to oversee the preparation and completion of an annual audit of the Charter School's financial affairs. This committee will retain independent auditors. The audit will be conducted in accordance with generally accepted auditing standards applicable to the Charter School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The audit committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them.
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

CA Education Code Section 47605(b)(5)(J): The procedures by which pupils can be suspended or expelled.

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MSA-6. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MSA-6’s policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MSA-6 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

10.1 PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MSA-6 school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive CoolSIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-6 staff. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.
Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MSA-6 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

10.2 GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-6 or at any other school; or (3) a MSA-6 sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;

b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

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. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900.

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

21. 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 6 to 11, inclusive.

22. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 6 to 11, inclusive.

23. 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 6 to 11 inclusive.

24. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

25. Intentionally “hacked” or broken into a School or School affiliated computer system.

26. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (f).

10.3 SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

10.3.1 Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

10.3.2 Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

10.3.3 Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or
continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

10.3.4 Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems in the school
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

10.3.5 Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

10.3.6 Access to Education

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.
10.4 GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MSA-6 or at any other school; or (3) a MSA-6 sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).

4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).

5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

**Category III**

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.

2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)

3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)

4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)

5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

7. Possessed or used tobacco. E.C. 48900(h); 48915(e)

8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

10. Disrupted school activities (school-wide activities; issued only by an administrator)

11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)

14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)

15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)
Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

<table>
<thead>
<tr>
<th>CATEGORY I</th>
<th>CATEGORY II</th>
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</thead>
<tbody>
<tr>
<td>Must Recommend Expulsion (MANDATORY)</td>
<td>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (EXPULSION EXPECTED)</td>
</tr>
<tr>
<td>Principal <strong>shall immediately</strong> suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])</td>
<td>Principal <strong>must</strong> recommend expulsion when the following occur at school or at a school activity off campus <strong>unless</strong> the principal determines that the expulsion is inappropriate. (E.C. 48915[a])</td>
</tr>
<tr>
<td>1. Possessing, selling, or furnishing a firearm</td>
<td>1. Causing serious physical injury to another person, except in self-defense</td>
</tr>
<tr>
<td>E.C. 48915(c)(1); 48900(b)</td>
<td>E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)</td>
</tr>
<tr>
<td>2. Brandishing a knife at another person</td>
<td>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil</td>
</tr>
<tr>
<td>E.C. 48915(c)(2); 48900(a)(1) and 48900(b)</td>
<td>E.C. 48915(a)(2); 48900(b)</td>
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<tr>
<td>3. Unlawfully selling a controlled substance</td>
<td>3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana</td>
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<tr>
<td>E.C. 48915(c)(3); 48900(c)</td>
<td>E.C. 48915(a)(3); 48900(c)</td>
</tr>
<tr>
<td>4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)</td>
<td>4. Robbery or extortion E.C. 48915(a)(4); 48900(e)</td>
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<tr>
<td>5. Possession of an explosive</td>
<td>5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)</td>
</tr>
<tr>
<td>E.C. 48915(c)(2); 48900(a)(1) and 48900(b)</td>
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</table>

For Categories II and III, the school must provide evidence of **one or both** of the following **additional findings**:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.
# CATEGORY III

**May Recommend Expulsion (DISCRETIONARY)**

Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. (E.C. 48915[b] and [e])

1. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)

2. Caused, attempted to cause, or threatened to cause physical injury to another person. *(Unless, in the case of “caused,” the injury is serious. [See II.1])* E.C. 48900(a)(1); 48915(b)

3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)

4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)

5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

7. Possessed or used tobacco. E.C. 48900(h); 48915(e)

8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

10. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)

11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e) *(**Grades 4 through 12 inclusive)**

14. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) *(**Grades 4 through 12 inclusive)**

15. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3**; 48915(e)

16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

17. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

18. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)

19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p); 48915(e)

20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)
10.5 EXPULSION PROCEDURES

Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated. Teachers of the student, members of the school's discipline committee, and directors of the Board may not serve on the Administrative Panel. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MSA-6's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-6 may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.
1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. MSA-6 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-6 must present evidence that the witness’ presence is both desired by the witness and will be helpful to MSA-6. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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

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

**Record of Expulsion Hearing**

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

**Presentation of Evidence**

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

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

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with MSA-6
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

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

1. The student’s name
2. The specific expellable offense committed by the student
Disciplinary Records

MSA-6 shall maintain records of all student suspensions and expulsions at MSA-6. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall convene a committee of three: a school Principal and a Dean of Students from other MPS schools, and the CEO of MPS or his/her designee. The committee shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Expelled Students/Alternative Education

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.
General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

**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.

**Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil; unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**Reinstatement**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun Free Schools Act**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

CA Education Code Section 47605(b)(5)(K): The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.

EMPLOYEE POLICIES

Employee policies relating to the terms and conditions of employment are detailed in the MPS Employee Handbook.

BENEFITS

Mandatory Benefits

Mandatory contributions such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS members) are paid by the employer.

Health Benefits

Health, dental, vision and related benefits as part of the total compensation package for each employee are determined as part of the individual employment agreement.

Retirement Benefits

Certificated Staff Members

All full-time certificated staff members who are eligible (administrators, counselors, special education program administrators, and teaching employees) will participate in the State Teachers’ Retirement System (STRS) throughout the duration of the Charter School’s existence under the same CDS code.

Classified Staff Members

All full-time classified staff members who are eligible (office staff and instructional aides) will participate in the Public Employees Retirement System (PERS), or Social Security as appropriate throughout the duration of the Charter School’s existence under the same CDS code.

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457 or 401(k) plans.

Oversight of Benefits

HR Department and the Payroll Administrator at MPSCO are responsible for monitoring the appropriate administration of benefits. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by LACOE.

CA Education Code Section 47605(b)(5)(L): Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school.

Pupils who choose not to attend MSA-6 may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

MSA-6 is a school of choice and no students shall be required to attend.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in MSA-6, except to the extent that such a right is extended by the local education agency.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

CA Education Code Section 47605(b)(5)(M): A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

All school personnel will abide and commit to Charter School’s mission and vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The school expects a high level of professionalism from its staff including self-monitoring of higher education development. All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to the Charter School Agreement. All school personnel will be evaluated annually. For more information, please see Element 5: “Employee Qualifications.”

Job applicants for positions at the Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Employees will not be allowed to carry over their sick/vacation rights from their previous employment to the Charter School.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

CA Education Code Section 47605(b)(5)(N): The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

MANDATORY DISPUTE RESOLUTION

The staff and governing board members of MSA-6 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and MSA-6, 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-6 shall be resolved in accordance with the procedures set forth below:

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

To Charter School, c/o School Director:

Magnolia Science Academy-6
3754 Dunn Dr.
Los Angeles, CA 90034

To Director of Charter Schools:

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

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

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

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

**INTERNAL DISPUTES**

Except those disputes between the LAUSD and MSA-6 relating to provisions of this charter, all disputes involving MSA-6 will be resolved pursuant to policies and processes developed by MPS and in accordance with the law.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

CA Education Code Section 47605(b)(5)(O): A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

The Foundation operating MSA-6 is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, the Foundation operating MSA-6 shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

CA Education Code Section 47605(b)(5)(P): A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

REVOCATION OF THE CHARTER

The District may revoke the Charter if MSA-6 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 MSA-6 if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- MSA-6 committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- MSA-6 failed to meet or pursue any of the pupil outcomes identified in the Charter.
- MSA-6 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- MSA-6 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 MSA-6 in writing of the specific violation, and give MSA-6 a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close MSA-6, either by the governing board of MSA-6 or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of MSA-6 votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to MSA-6, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of MSA-6 or the LAUSD Board of Education, the governing board of MSA-6 shall immediately designate a person or persons responsible for conducting all closure
procedures and activities, and determine how MSA-6 will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of MSA-6. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in MSA-6 within 72 hours of the Closure Action. MSA-6 shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). MSA-6 shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. MSA-6 shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, MSA-6 shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. MSA-6 shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. MSA-6 shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

1. A description of the circumstances of the closure
2. The location of student and personnel records
In addition to the four required items above, notification to parents, guardians, and students shall also include:

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<td><strong>1.</strong></td>
<td>Information on how to enroll or transfer the student to an appropriate school</td>
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<td><strong>2.</strong></td>
<td>A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results</td>
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<td><strong>3.</strong></td>
<td>Information on student completion of college entrance requirements, for all high school students affected by the closure</td>
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Notification of employees and vendors shall include:

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<tr>
<td><strong>1.</strong></td>
<td>The effective date of the school closure</td>
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<tr>
<td><strong>2.</strong></td>
<td>The name(s) and contact information for the person(s) handling inquiries regarding the closure</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.</td>
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Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

MSA-6 shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

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<td><strong>1.</strong></td>
<td>Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.</td>
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<td><strong>2.</strong></td>
<td>Charter School's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.</td>
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<td><strong>3.</strong></td>
<td>Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.</td>
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<tr>
<td><strong>4.</strong></td>
<td>MSA-6 must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.</td>
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<tr>
<td><strong>5.</strong></td>
<td>Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.</td>
</tr>
</tbody>
</table>
Financial Close-Out

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

MSA-6 shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

MSA-6 shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by MSA-6 will be the responsibility of MSA-6 and not LAUSD. MSA-6 understands and acknowledges that MSA-6 will cover the outstanding debts or liabilities of MSA-6. Any unused monies at the time of the audit will be returned to the appropriate funding source. MSA-6 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 MSA-6 participates, and other categorical funds will be returned to the source of funds.

MSA-6 shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other
applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

MSA-6 shall retain sufficient staff, as deemed appropriate by the MSA-6 governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

MSA-6’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end MSA-6’s right to operate as a charter school or cause MSA-6 to cease operation. MSA-6 and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL REQUIREMENTS/PROVISIONS:

FACILITIES

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 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.

**Non-District-Owned Facilities**

**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 shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. 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.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

**Asbestos Management:** Charter School shall 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.
**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

1. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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

3. **Commercial Auto Liability**, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

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

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

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

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

8. **Excess/umbrella insurance** with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
Covarages 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

“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 Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

Hold Harmless/Indemnification Provision

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

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

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

Audit and Inspection of Records

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

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

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

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

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

**Internal Fiscal Controls**

MSA-6 will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

**Local Control and Accountability Plan**

In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)