

MAGNOLIA SCIENCE ACADEMY SANTA ANA



Charter School Petition

by

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

dba

MAGNOLIA PUBLIC SCHOOLS (MPS)

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Presented to:

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AFFIRMATIONS/ASSURANCES

Magnolia Science Academy-Santa Ana (MSA-Santa Ana) will comply with California Education Code § 47605(d) and all other applicable federal, state and local laws and regulations, including, but not limited to, ensuring that the school shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race, color or ethnicity, religion, sexual orientation, home language or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. Cal. Education Code § 47605(d)(2)(A).
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, with a lottery exemption for existing pupils of the charter school, siblings of enrolled students, and children of staff and founding parents (not to exceed 10%). Cal. Education Code § 47605(d)(2)(B). Preference shall be given to pupils who reside in the Santa Ana Unified School District, or other preferences permitted by the charter authority that are consistent with the law.
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and shall comply with minimum age requirements for public school attendance. Cal. Education Code § 47610(c).
- Not require any child to attend MSA-Santa Ana nor any employee to work at the charter school.
- In accordance with Education Code § 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, MSA-Santa Ana 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.
- Be deemed the exclusive public employer of the employees of MSA-Santa Ana for purposes of the Educational Employment Relations Act.
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004. Meet all statewide standards and conduct the student assessments required, pursuant to Education Code §§ 60605 and 60851, and any other statewide standards authorized in statute, or assessments application to students in non-charter public schools. Comply in a timely fashion with all reporting requirements, including enrollment, attendance (ADA), standardized testing, and other data and information required.
- Ensure that teachers at MSA-Santa Ana hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold under NCLB and other applicable laws. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- Comply with the terms of Education Code § 47611 (STRS).
- Maintain all necessary and appropriate insurance coverage at all times.
- Comply with all applicable laws and regulations relating to charter school facilities.
- Agree to standard District requirements and processes regarding supervisory oversight, funding and services for special education students, inspection and audit requirements as aligned to applicable laws.

- Comply with the Brown Act, nonprofit integrity standards, and applicable federal and state laws regarding ethics and conflicts of interest.
- Be solely responsible for the debts and obligations of the charter school.



Dr. Mehmet Argin, CEO

6 / 27 / 2013

Date

INTRODUCTION

The Magnolia Educational & Research Foundation (“Foundation”) dba Magnolia Public Schools (MPS)¹ is a 501(c)(3) 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.

MPS currently operates a statewide benefit charter school, Pacific Technology School-Santa Ana (PTS-Santa Ana) in the Santa Ana Unified School District boundaries. Approved in early 2009 by the California Department of Education, PTS-SA currently has an enrollment about 190 students in grades 6-12 for 2012-13 school year. PTS –SA has an API of 838 and met all 2012 AYP requirements. The school has a focus of STEM education with college prep in mind. MPS is seeking for local authorization of this school while extending to elementary grades. Please see Appendix A2 for more information on PTS-SA.

The proposed school, Magnolia Science Academy-Santa Ana (“MSA-Santa Ana” or “the Charter School”) will be a charter school for grades K–12 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 will offer 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-Santa Ana will be supplemented by tutoring, after-school programs, and school-to-university collaborations.

MSA-Santa Ana will create a supportive and caring environment with small classes and strong student-parent-teacher communication and improve 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 will provide students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

MSA-Santa Ana is primarily designed to meet the needs of the students in the Santa Ana Unified School District (“SAUSD” or “District”) and will operate as a site-based school. MPS operates 11 charter school sites throughout California with an increasing trend of academic success, organizational and financial stability. The Board of MPS² desires to offer the successful education model of MSA-Santa Ana to the students and parents of the Santa Ana, California area and is pleased to submit this petition to open MSA-Santa Ana in the fall of 2014.

Please see Table 2. MSA-Santa Ana School Information in ELEMENT 1: EDUCATIONAL PROGRAM for MSA-Santa Ana school information.

¹ Source: www.magnoliapublicschools.org

² Please see Appendix C4 for more information about the Magnolia Public Schools Board of Directors.

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 eleven other charter school sites throughout California. Eight of those sites are located in Los Angeles Unified School District (LAUSD), with one middle school granted through the Public School Choice (PSC) Initiative in the city of Bell. One site is located in San Diego Unified School District (SDUSD), one is a countywide-benefit charter in Santa Clara County, and one is statewide-benefit charters located in Santa Ana.

MSA-Santa Ana will continue building on the background and success of the PTS-Santa Ana. The MSA-Santa Ana team consists of the MPS Board of Directors, MPS Central Office staff, PTS-Santa Ana staff and parents, and other professionals and volunteers from different backgrounds including educators, scientists, engineers and businessmen. MPS has significant experience in the areas of public school administration, particularly in the areas of public school finance, attendance accounting, teacher credentialing, and curriculum development and assessment. This team, together with the help of local members, is determined to establish MSA-Santa Ana charter school in Santa Ana in order to repeat the success and contribute to the community with a high quality education.

The following steps are taken for successful transition:

- Magnolia Public Schools Central Office (MPSCO) Support and Supervision: Please see section “4.3 Magnolia Public Schools Central Office (MPSCO)” 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 weekly meetings: School administrators and MPSCO officers will hold weekly meetings to oversee the entire process.

Please see Appendix A1, titled "Magnolia Public Schools," for a list of the current MPS campuses and the unique accomplishments of MPS.

The Need

According to the Orange County Business Council (OCBC) and the Orange County Workforce Investment Board (OCWIB) report¹ in 2012, Orange County has a long history of science and technology-based businesses, beginning with the large presence of aerospace companies, which took advantage of the county's large, well-educated workforce in the 1960s and 1970s. With the emergence of many computer chip, circuit board, and microprocessor manufacturing companies, Orange County became known for its high-tech workforce and high-wage job market. This reputation for excellence in the STEM fields attracted even more technology-based businesses and high-skill residents to the county. With increasing global competition, keeping Orange County's competitive edge in the STEM disciplines is more important than ever for the continued economic success of the region.

Following a slight drop in 2008, the number of STEM related undergraduate degrees awarded by Orange County increased over the past two years, with an 8.5 percent increase in 2009 and a 7.0 percent increase in 2010. Since 2004, the majors that have had the highest growth are physical sciences with 106 percent growth and biological sciences with 64 percent growth. Information and computer science undergraduate degrees were the only undergraduate disciplines to experience a decline since 2004, with a 60 percent decrease. Among the graduate degrees awarded, the largest growth occurred in the engineering and math disciplines, which experienced a 57.8 percent and 72 percent increase, respectively. Overall, STEM degrees amounted to 17.7 percent of all degrees awarded from 2009-2010. While STEM degrees are increasing steadily, the rate of increase continues to be outpaced by the rate of Orange County employers' need for even greater numbers of STEM workforce.

With the fast growth of high-tech clusters in Orange County, future high wage job opportunities will be primarily located in the high-tech industry. Ensuring that the future workforce is properly educated in the STEM disciplines (science, technology, engineering and math) is a crucial first step in establishing economic sustainability for Orange County individuals and communities. (*Orange County Workforce: State of the County 2012-2013 Report*)

Echoing with the above need, Magnolia Public Schools (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,"² 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,
- Anticipated growth in the need for American citizens with S&E skills in jobs related to national security,

¹ Orange county workforce indicators 2012-2013 <http://www.ocbc.org/wp-content/uploads/2012-Workforce-Indicators-Report.pdf>

² National Science Board; The Science and Engineering Workforce Realizing America's Potential. November 2008

following September 11, 2001.

- 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.

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 2010². 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 made in the report:

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

California's economy is highly dependent on technology, and therefore addressing the ongoing need for a strong S&E workforce in California is significant. In 2005, Governor Schwarzenegger asked the California Council on Science and Technology (CCST) to prepare a response to the National Academies report. In its final report the task force recommended: "Increase the number of Science, Technology, Engineering, and Mathematics (STEM) graduates at all levels, especially among Hispanics who represent the fastest growing and soon to be largest segment of California's population."³

Further, the President's Council of Advisors on Science and Technology (2010)⁴ 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

² National Academy of Sciences (2007) Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future. Available: http://www.nap.edu/catalog.php?record_id

³ Source: <http://www.ccst.us/publications/2006/GSTFrecs.pdf>

⁴ Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Future. Executive Office of the President, Washington, D.C., 2010.

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)

According to the PCAST report¹, meeting this STEM completion goal, will require over a 30 percent increase in the number of undergraduate STEM degrees over current rates. Given Hispanics are projected to account for 75 percent of the growth in the nation's labor force between 2010 and 2020, Latinos completing certificates and degrees in STEM fields will be vital to meeting the national STEM college completion goal. Consider the following information about Latino participation in STEM fields:

MSA-Santa Ana's proposed charter school will serve a target demography of %78.² Hispanic/Latino. According to the Bureau of Labor Statistics³, from 2010 to 2020: Hispanics will increase from 15 to 19 percent of the civilian labor force while non-Hispanic whites will decrease from 68 to 62 percent.

Hispanic representation in the civilian labor force will increase 34 percent, while others will increase two percent.

The increase in employment by occupational group in STEM, will be led in computer and mathematics (ranking 12th in occupational groups), architecture and engineering (ranking 19th in occupational groups), and life, physical, and social sciences (ranking 20th in occupational groups).

In 2010, Hispanics had the highest labor force participation rate (68 percent) of any racial/ethnic group (65 percent overall).⁴ However, this participation rate was generally in lower paying jobs.

The top 20 highest paying occupations⁵ based on highest median annual pay in 2012 includes six occupations in STEM fields.

1. Architectural and Engineering Managers
2. National Sciences Managers
3. Computer and Information Systems Managers
4. Petroleum Engineers
5. Physicists

¹ President's Council of Advisors on Science and Technology (PCAST). "Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics." February 7, 2012. Washington, D.C.

² Bureau of Labor Statistics, U.S. Department of Labor. News Release. Employment Projections: 2010-2020. USDL-12-0160. Table I. Civilian labor force, by age, sex, race, and ethnicity, 1990, 2000, 2010, and projected 2020.

³ U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, County Business Patterns, Economic Census, Survey of Business Owners, Building Permits, Census of Governments Retrieved from <http://quickfacts.census.gov/qfd/states/06/0669000.html> Last Revised: Thursday, 06-Jun-2013

⁴ Labor Force Characteristics by Race and Ethnicity, 2010, U.S. Bureau of Labor Statistics, Department of Labor, August 2011, Report 1032. <http://www.bls.gov/cps/cpsrace2010.pdf>

⁵ Highest Paying Occupations, Occupational Outlook Handbook. U.S. Bureau of Labor Statistics, Department of Labor. Released March 29, 2012. <http://www.bls.gov/ooh/highest-paying.htm>

6. Financial Managers

In STEM occupations, Latinos generally represent a smaller percentage of those employed. Further, Latinos were more likely to be represented in lower paying STEM service occupations:

- Electrical, electronics, and electromechanical assemblers (20%)
- Telecommunications line installers and repairers (17%)
- Aircraft mechanics and service technicians (17%)
- Than in higher paying STEM professional occupations:
- Architectural and Engineering managers (5%)
- Computer and Information Systems managers (4%)

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,” Magnolia Public Schools helps fill this gap by inspiring and preparing students to choose career paths in science and technology. Orange County is one of the focal points of the shortage mentioned above. Magnolia Public Schools is addressing the shortage where help is needed most, Orange County. MSA-Santa Ana will attract students from all backgrounds and all parts of Orange County.

Program Overview

Vision

Graduates of Magnolia Science Academy-Santa Ana (MSA-Santa Ana) are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Mission

MSA-Santa Ana 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

MSA-Santa Ana has identified the following core values, which will be reinforced through its “Get Ready for Life (GRFL)” curriculum, expected school wide learning results (ESLR), and all school activities.

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

MSA-Santa Ana envisions its students to 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).

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.

Goals

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 the students from these ethnic backgrounds have inadequate exposure to intensive STEM curricula¹. MSA-Santa Ana anticipates having numerically significant subgroups of Hispanic/Latino and Socioeconomically Disadvantaged students. All students at MSA-Santa Ana, including students in these subgroups, will benefit from MSA-Santa Ana's program. MSA-Santa Ana is an indispensable addition to the community because its education program aims to²:

- Increase students' interest in pursuing careers in STEM areas by offering an innovative and engaging instructional design.
- Provide a challenging, common core standards-based curriculum designed to improve students' skills in STEM areas.
- Provide quality core instruction, including humanities and social sciences, that improves students' reading & writing skills & attitudes.
- Sharpen students' critical thinking skills by providing hands-on, inquiry-based activities.
- Reduce dropout rates by providing academic and social support in a small school environment.
- Improve students' organizational and study skills by offering a life-skills course.
- Improve students' academic skills, especially of those who are performing below grade level, by providing a comprehensive tutoring program.

The MSA-Santa Ana elementary program will prepare students for success in middle and high school by providing a rigorous common core state standards-based program through integrated math, science and technology themes. The inquiry based hands-on instructional approach will not only teach young students to "learn to learn" but also prepare them for success in the pursuit of future STEM careers and interests in upper grades.

Many elementary schools, especially those who serve low socioeconomic students and a high proportion or minority

¹ Z. Zacharia and A. C. Barton, "Urban middle-school students' attitudes toward a defined science," *Science Education*, vol. 88, no. 2, pp. 197-222, Mar. 2004.

² See Education Code Section 47601 (a-c), (e)

students, erroneously assume that because of their student population's low skill sets, science and technology can be forgone for a more intensive focus on math and language arts basic skills. Since the inception of the MPS schools throughout California, our educators have seen the consequences of these decisions. Even when a unique program like MSA is provided to students starting in the middle school years, many students have already "given up" on science. They lack the preparation and confidence in the learning process and therefore find it difficult to change their mindset around learning. The MSA-Santa Ana elementary school program is added to the PTS-Santa Ana middle and high school program as a natural progression of the MPS vision; to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. In order to truly fulfill our mission, it is essential to start even earlier than middle school and provide motivating, rigorous standards-based curriculum grounded in STEM in the elementary grades.

Distinguishing Features in MPS' 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 undertakings¹. 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-Santa Ana bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in STEM². The comprehensive science education provided by MSA-Santa Ana 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-Santa Ana 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.³ 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-Santa Ana 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-Santa Ana emphasizes to its teaching staff the importance of scholarship, critical thinking, effective communication, social responsibility, tolerance, intellectual curiosity, persistent innovation, and continuous professional development so that these values and attitudes are conveyed to our students.

¹ F. Fukuyama, *The End of History and the Last Man*, New York, NY: Avon Books, 1992.

² National Science Board's Report, *Science and Engineering Indicators, 2004* Source: <http://www.nsf.gov/statistics/seind04/>

³ Source: <http://www.census.gov/population/www/projections/popproj.html>

The Accord Institute of Education Research

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

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

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

MSA-Santa Ana will implement Accord's 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. Section 1.4 Instructional Design explains the Accord Education Model and how MSA-Santa Ana designs its educational program around this model.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: 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. Education Code Section 47605(b)(5)(A)(i).

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. Education Code Section 47605(b)(5)(A)(ii).

Please see the following table for school information.

Table 2. MSA-Santa Ana School Information

The facility of the Charter School will be located at 2840 West 1 st Street Santa Ana, CA 92703.
The contact phone number of the Charter School is (714) 892-5066.
The contact person for the Charter School is CEO, Dr. Mehmet Argin.
The requested term of the charter shall be for five years beginning with the board approval of the charter before the 2014-15 school year and ending on June 30, 2019.
The grade configuration is K-12.
The number of students in the first year of the charter term will be 660.
The grade level(s) of the students the first year of the charter term will be K-12.
The scheduled opening date of the Charter School is August 12, 2014.
The admission requirements are included in ELEMENT 8: ADMISSION REQUIREMENTS.
The enrollment capacity is 1020 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student's residency). See "Target Student Population" for anticipated 5-year grade-level enrollment.
The instructional calendar will be traditional. See section 1.3 for the instructional calendar and the bell schedule.

1.1 Target Student Population

As a state-benefit charter school, PTS-Santa Ana currently serving 141 students in 2012-13 school year. We expect that majority of the students come from the city of Santa Ana because of the centrality of the school facility location in Santa Ana. Over the past years, PTS Santa decreased the achievement gap between minority groups extensively. Noteworthy;

- ELA proficient/advanced rate for Economically Disadvantaged has improved and the gap between the White and Economically Disadvantaged group was closed by 11.9%.
- ELA proficient/advanced rate for Hispanic or Latino has improved and the gap between White and Hispanic or Latino group was closed by 24.2%.
- MATH proficient/advanced rate for Economically Disadvantaged has improved and the gap between the White and Economically Disadvantaged closed by 8.7%.
- MATH proficient/advanced rate for Hispanic or Latino has improved and the gap between White and Hispanic or Latino closed by 13.2%.

MSA-Santa Ana will recruit students from all areas of SAUSD, with a goal of creating an economically and ethnically diverse student population. MSA-Santa Ana intends to recruit students from low income and socio-economically disadvantaged families. MSA-Santa Ana 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 other means of recruitment as explained in Element 7.

MSA-Santa Ana will provide individualized attention to students. MSA-Santa Ana will strive 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-Santa Ana will implement a recruitment process to achieve racial and ethnic balance among its students that is reflective of the general population within the territorial jurisdiction of SAUSD. The overall profile of the student population will likely reflect the demographics of nearby neighborhoods and surrounding public schools. Please see Tables 4 & 5 on the following pages for current demographics and academic achievement information of the public schools in the target area. The data was acquired from California Department of Education's Dataquest.

Table 3 shows two MPS schools for comparison purposes. MPS has significant success with the elementary program in MSA-7 with a similar demographic population as SAUSD schools listed in Tables 4 & 5, i.e., predominantly Hispanic/Latino, low income, and socioeconomically disadvantaged students from diverse backgrounds. A 6-12 charter school PTS-SA up on which the MSA-Santa Ana is planning to build its programs, has been also very successful school serving the Santa Ana students. Both schools have shown significant gains in 2012 API scores. Therefore, MPS believes that it can substantially decrease the burden on the area schools and similarly enable students to STEM careers in the area colleges and businesses.

Table 3. Demographic Data for Similar MPS Schools

Similar MPS Schools	Enrollment (2012-13)	Hispanic	White	English Learners (2012)	Free-Reduced Meals 2012	API Growth 2012	Growth from 2011 to 2012
Magnolia Science Academy-7 (K-5) in Reseda, CA (LAUSD)	233	61.80%	23.60%	32.00%	76.50%	906	+50
Pacific Technology School – Santa Ana (6-12)	141	48.93%	38.29%	46.09%	60.28%	838	+61

Table 4. Demographic Data for Area Schools

School	Enrollment (2012-13)	African American	Asian	Filipino	Hispanic	White	Other
Area Elementary Schools							
Andrew Jackson Elementary	1,123	0.3%	4.6%	0.1%	94.1%	0.7%	0.2%
Abraham Lincoln Elementary	1,045	0.2%	1.3%	-	97.5%	0.1%	0.9%
Monte Vista Elementary	675	0.7%	1.5%	-	97.3%	-	0.4%
James Russell Lowell Elem.	864	0.1%	0.1%	-	99.8%	-	-
Jim Thorpe Fund. Elem.	1,073	0.7%	7.9%	0.7%	86.9%	2.6%	1.3%
Lydia Romero-Cruz Elem (4-5)	256	-	-	-	100.0%	-	-
John C. Fremont Elementary	779	0.1%	1.4%	0.1%	97.2%	0.6%	0.5%
G. W. Carver Elem. (K-3)	632	-	0.2%	-	99.2%	0.2%	0.5%
Area Middle Schools							
Gerald P. Carr Intermediate	1,589	0.3%	1.1%	-	98.1%	0.4%	0.2%
Julia C. Lathrop Intermediate	1,169	-	0.9%	-	98.7%	0.3%	0.1%
Douglas MacArthur Fund. Int.	1,272	0.8%	9.3%	0.6%	86.2%	2.0%	1.1%
McFadden Intermediate	1,411	0.9%	4.0%	0.5%	92.4%	1.6%	0.6%
Gonzalo Felicitas Fund. Int.	1,401	0.3%	0.6%	-	98.1%	0.6%	0.4%
Sierra Preparatory Academy	936	0.1%	2.4%	-	97.1%	0.2%	0.2%
Spurgeon Intermediate	1,144	0.1%	2.4%	0.2%	96.9%	0.3%	0.2%
Raymond A. Villa Fund. Int.	1,391	0.2%	1.4%	0.1%	97.8%	0.4%	0.1%
Frances E. Willard Int.	911	0.1%	0.2%	0.2%	98.7%	0.5%	0.2%

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Area High Schools							
Century High	1,942	0.2%	2.7%	0.3%	96.7%	0.2%	0.1%
Hector G. Godinez	2,630	0.4%	1.4%	0.0%	97.2%	0.9%	0.0%
Saddleback High	1,863	0.2%	2.1%	0.5%	95.9%	1.1%	0.3%
Santa Ana High	2,916	0.3%	0.2%	0.0%	98.6%	0.7%	0.2%
Segerstrom High	2,541	1.1%	8.5%	0.8%	86.1%	2.4%	1.0%
Valley High	2,283	0.4%	0.6%	0.2%	96.5%	0.7%	0.6%

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Table 5. Performance Data for Area Schools

School	School Profile		API		AYP (2012)				2011 Statewide School Ranking	2011 Similar School Ranking	PI Status
	English Learners (2012)	Free-Reduced Meals(11-12)	2012 Growth API	Growth from 2011 to 2012	All Components	English	Math	API			
Area Elementary Schools											
Andrew Jackson Elementary	79.6%	59.9%	791	-2	No	No	No	Yes	5	8	Year 5
Abraham Lincoln Elementary	77.9%	96.3%	730	+5	No	No	No	Yes	2	4	Year 5
Monte Vista Elementary	73.2%	91.3%	790	-8	No	No	No	Yes	5	10	Year 5
James Russell Lowell Elem.	80.7%	96.3%	762	+31	Yes	Yes	Yes	Yes	2	4	Year 5
Jim Thorpe Fund. Elem.	40.0%	64.5%	901	-1	Yes	Yes	Yes	Yes	9	10	Not in PI
Lydia Romero-Cruz Elem (4-5)	60.2%	87.0%	810	-16	No	No	No	Yes	6	10	Not in PI
John C. Fremont Elementary	74.5%	86.3%	783	+23	Yes	Yes	Yes	Yes	3	6	Year 5
G. W. Carver Elem. (K-3)	84.4%	87.9%	777	-41	No	No	No	Yes	6	10	Year 3
Area Middle Schools											
Gerald P. Carr Intermediate	47.5%	91.8%	755	+32	No	No	No	Yes	3	6	Year 5
Julia C. Lathrop Intermediate	55.2%	74.3%	685	+36	No	No	No	Yes	1	2	Year 5
Douglas MacArthur Fund. Int.	13.8%	68.0%	858	+9	No	Yes	No	Yes	8	9	Year 4
McFadden Intermediate	41.2%	78.7%	739	+28	No	No	Yes	Yes	2	5	Year 5
Gonzalo Felicitas Fund. Int.	27.4%	79.6%	829	+16	No	No	No	Yes	7	9	Year 3
Sierra Preparatory Academy	58.3%	87.0%	691	-2	No	No	No	No	2	8	Year 5
Spurgeon Intermediate	53.3%	74.8%	658	+2	No	No	No	Yes	1	4	Year 5
Raymond A. Villa Fund. Int.	39.2%	77.0%	775	+16	No	No	No	Yes	4	7	Year 5
Frances E. Willard Int.	57.3%	90.1%	652	-6	No	No	No	No	1	5	Year 5
Area High Schools											
Century High	75.96%	97.00%	652	39	No	Yes	Yes	Yes	1	3	Year 5
Hector G. Godinez	52.00%	91.19%	814	10	No	Yes	Yes	Yes	8	10	Not in PI
Saddleback High	69.53%	91.90%	658	3	No	Yes	Yes	Yes	2	6	Year 5
Santa Ana High	75.04%	95.87%	659	11	No	Yes	Yes	Yes	2	5	Year 5
Seegerstrom High	38.10%	79.94%	817	7	No	Yes	Yes	Yes	8	10	Not in PI
Valley High	76.07%	95.09%	658	24	No	Yes	Yes	Yes	1	2	Not in PI

Student Projection

At full capacity, MSA-Santa Ana will serve 1,020 students in grades K-12. Currently PTS Santa Ana has an enrollment about 190 students for 2013-14. Through community outreach and marketing we gathered around 580 potentially interested students Please see Appendix F1 for signatures. If the number of students who wish to attend the Charter School exceeds the school's capacity, enrollment preferences will be given as explained in Element 8.

Please see the following table for projected grade level enrollment at MSA-Santa Ana for the following five years. To reach its enrollment targets, MSA-Santa Ana has created a recruitment plan and will do many outreach activities as outlined in general terms in Element 7. Depending on the building capacity and the number of applications each year, the following enrollment projections may be revised, in which case the Charter School will inform the District. The successful education model of the school presents a great choice to the students and parents of SAUSD. We are confident that our diverse outreach efforts, supported by our success, will contribute to meeting our enrollment targets.

Table 6. The projected grade-level enrollment of MSA-Santa Ana for the following five years

Grade	PTS-Santa Ana	Projected Grade-level Enrollment at MSA-Santa Ana				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
TK		30	30	30	30	30
K		90	90	90	60	30
1		60	90	90	90	60
2		60	60	90	90	90
3		60	60	90	90	90
4		60	60	90	90	90
5		60	60	90	90	90
6	48	60	90	90	90	90
7	55	30	90	90	90	90
8	30	30	60	90	90	90
9	30	30	30	60	90	90
10	13	30	30	30	60	90
11	7	30	30	30	30	60
12	10	30	30	30	30	30
Total	193	660	810	990	1020	1020

1.2 Educational Philosophy

1.2.1 Vision

Graduates of Magnolia Science Academy-Santa Ana (MSA-Santa Ana) are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

1.2.2 Mission

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

1.2.3 Core Values

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

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

MSA-Santa Ana envisions its students to 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).

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.

1.2.4 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 cornerstone¹. 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-Santa Ana 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-Santa Ana graduates will have an understanding of the world and be confident of the roles that they will accept in life. They will be competent researchers, able to investigate questions they will face in college and throughout their careers.

1.2.5 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, minority groups including Latino students pursuing careers in STEM areas have been very low. Please see the section labeled "the need" for the statistics. 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 curricula². MSA-Santa Ana is an indispensable addition to the community because its education program aims to³:

- 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.

¹ F. Fukuyama, *The End of History and the Last Man*, New York, NY: Avon Books, 1992.

² Z. Zacharia and A. C. Barton, "Urban middle-school students' attitudes toward a defined science," *Science Education*, vol. 88, no. 2, pp. 197-222, Mar. 2004.

³ See Education Code Section 47601 (a-c), (e)

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

1.2.6 How Learning Best Occurs

Learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are learning in school^{1,2}. The rigorous standards-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, MSA-Santa Ana 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-Santa Ana 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.

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

New knowledge and skills must build on current knowledge and skills, using a combination of independent study and collaborative activities. Learning occurs best when motivation is intrinsic rather than extrinsic. Thus, teachers and parents play a critical role in developing the inner desire to know and to discover. A high quality learning environment

¹ D. Fortus et al, "Design-based science and student learning," *Journal of Research in Science Teaching*, vol. 41, no. 10, pp. 1081-1110, 2004.

² S. B. Mertens and N. Flowers, "Middle school practices improve student achievement in high poverty schools," *Middle School Journal*, pp. 33-43, Sep 2003.

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 Magnolia Science Academy-Santa Ana’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-Santa Ana students will be actively involved in various community service projects.

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

- They are involved in first-hand exploration and investigation and inquiry/process skills are nurtured.
- Instruction builds directly on the student’s conceptual framework.
- Content is organized on the basis of broad conceptual themes common to all science disciplines.
- Mathematics and communication skills are an integral part of science instruction.”

The MSA-Santa Ana elementary program will prepare students for success in middle and high school by providing a rigorous common core state standards-based program through integrated math, science and technology themes. The inquiry based hands-on instructional approach will not only teach young students to “learn to learn” but also prepare them for success in the pursuit of future STEM careers and interests in upper grades.

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

Elementary school students value science best when:

- A variety of presentation modes are used to accommodate different learning styles.
- Students are given opportunities to interact and share ideas with their peers.
- The scientific contributions of individuals from all ethnic origins are recognized and valued.
- Other subject areas are infused into science.
- Inquiry skills and positive attitudes are modeled by the teacher and others involved in the education process.

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

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

Similar sentiments have been noted by the National Science Teachers Association, "No single coherent vision of how to educate today's children dominates U.S. educational practice in either science or mathematics . . ." and "The visions that shape U.S. mathematics and science education are splintered" (Schmidt et al., 1996b, p. 1). The curriculum in the country with the best science achievement is presented in a way that links topics and concepts into a story. The need for more coherence is one reason that the National Science Education Standards (NRC, 1995) includes thematic strands."

The MSA-Santa Ana elementary program will implement inquiry based learning through a cross curricular math, science and technology focus to emphasize the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable our students to continue the quest for knowledge throughout life. The MSA-Santa Ana elementary program will "catch them early."

1.2.7 Typical Day at MSA-Santa Ana

If prospective sixth grade students spent a day visiting MSA-Santa Ana, 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 55 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 multiple representation of the information including PowerPoint presentations. 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 reinforces their learning. They would see students were having fun as they learned.

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

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

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, between

3:00p.m. and 4:00 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 shortened days, 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.

1.3 School Year and Day

The school will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school. The school calendar will have at least 175 days of instruction. The school will announce its annual calendar before the beginning of each instructional year.

Following are sample schedules and the instructional calendar of MSA-Santa Ana for the 2014-15 school year.

1.3.1 Bell Schedules and Sample Schedules

Table 7. Sample Middle School Schedule

MIDDLE SCHOOL			6	7	8
1st Period	8:00 AM	8:56 AM	ENGLISH	ENGLISH	ENGLISH
2nd Period	9:00 AM	9:56 AM	MATH	MATH	MATH
3rd Period	10:00 AM	10:56 AM	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
LUNCH	11:00 AM	11:28 AM	LUNCH	LUNCH	LUNCH
SSR (Reading)	11:32 AM	12:00 PM	SSR	SSR	SSR
4th Period	12:04 PM	1:00 PM	SCIENCE	SCIENCE	SCIENCE
5th Period	1:04 PM	2:00 PM	ELECTIVE*/ ELA-MATH ENRICHMENT	ELECTIVE*/ ELA-MATH ENRICHMENT	ELECTIVE*/ ELA-MATH ENRICHMENT
6th Period	2:04 PM	3:00 PM	ELECTIVE*/ ELA-MATH ENRICHMENT	ELECTIVE*/ ELA-MATH ENRICHMENT	ELECTIVE*/ ELA-MATH ENRICHMENT
After School	3:10 PM	4:00 PM	TUTORING/CLUBS	TUTORING/CLUBS	TUTORING/CLUBS

Table 8. Sample High School Schedule

HIGH SCHOOL			9	10	11	12
1st Period	8:00 AM	8:56 AM	English	English	English	English
2nd Period	9:00 AM	9:56 AM	Mathematics	Mathematics	Mathematics	Mathematics
3rd Period	10:00 AM	10:56 AM	Foreign Lang.	Foreign Lang.	Foreign Lang.	Foreign Lang.
SSR (Reading)	11:00 AM	11:28 AM	SSR	SSR	SSR	SSR
LUNCH	11:32 AM	12:00 PM	Lunch	Lunch	Lunch	Lunch
4th Period	12:04 PM	1:00 PM	Technology	History	History	Elective
5th Period	1:04 PM	2:00 PM	PE	PE	ART	Elective
6th Period	2:04 PM	3:00 PM	Biology	Chemistry	Physics	Elective
After School	3:10 PM	4:00 PM	Tutoring/ Clubs	Tutoring/ Clubs	Tutoring/ Clubs	Tutoring/ Clubs

Table 9. Lower Elementary

Lower Elementary (TK-2)		
Breakfast	8:15 AM	8:30 AM
Reading/Writing/ELA	8:30 AM	10:20 AM
Recess	10:20 AM	10:40 AM
Math	10:40 AM	12:05 PM
Lunch	12:05 PM	12:30 PM
SSR (READING)	12:30 PM	12:55 PM
Specials	12:55 PM	1:40 PM
Science/Social Studies	1:40 PM	2:25 PM
Dismissal	2:25 PM	2:40 PM
Tutoring / Clubs	2:40 PM	3:30 PM

Table 10. Upper Elementary

Upper Elementary (3-5)		
Breakfast	8:15 AM	8:30 AM
Reading/Writing/ELA	8:30 AM	10:05 AM
Recess	10:05 AM	10:20 AM
Math	10:20 AM	12:05 AM
SSR (READING)	12:05 PM	12:30 PM
Lunch	12:30 PM	12:55 PM
Science/Social Studies	12:55 PM	1:40 PM
Specials	1:40 PM	2:25 PM
Dismissal	2:25 PM	2:40 PM
After School	2:40 PM	3:30 PM

1.3.2 Instructional Calendar

	2014-15 Draft Calendar
7/28-29	Administrative Team Training
7/31-8/7	Summer In-service for Teachers
8/8	Student/Parent Orientation
8/12	First Day of School
9/1	Labor Day – No School
9/5	PD Day – No School
11/11	Veterans Day – No School
11/24-28	Thanksgiving Break – No School
12/19	End of First Semester
12/22-1/9	Winter Break
1/12	First Day of Second Semester
1/19	ML King Day – No School
1/26	PD Day – No School
2/16	Presidents' Day – No School
3/31	Cesar Chavez Day – No School
4/6-10	Spring Break
5/25	Memorial Day
6/4	Last Day of School
6/6-6/9	MPS Summer Camp

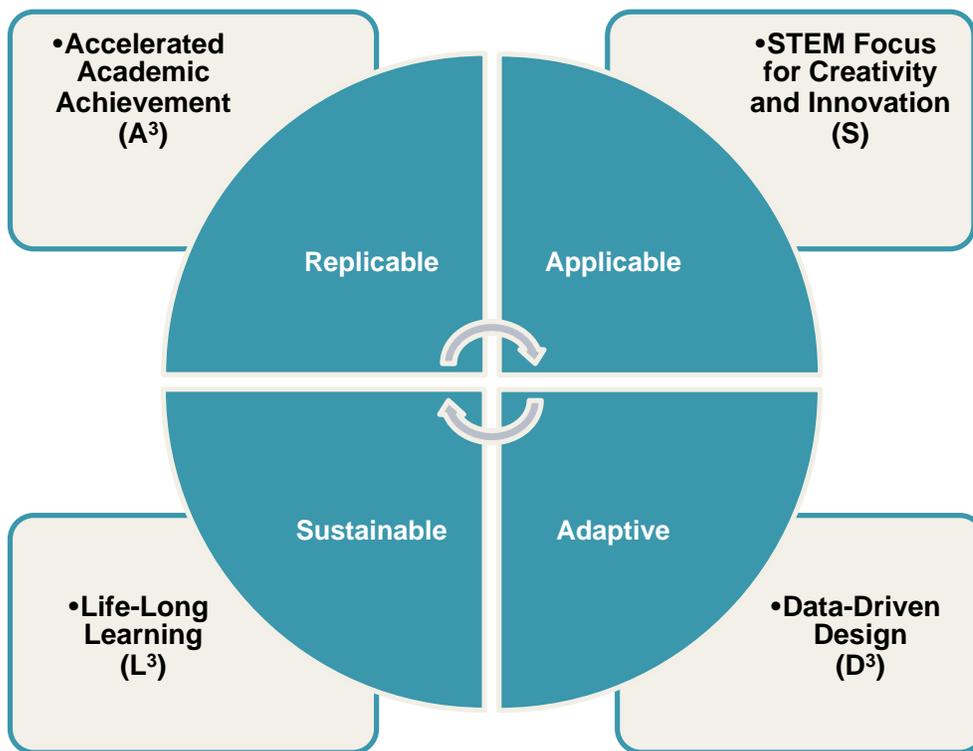
Figure 1. MPS Academic Calendar for 2014-15 School Year (Tentative)



1.4 Instructional Design

MSA-Santa Ana implements Accord Institute's education program. (See page 18, "The Accord Institute of Education Research" section for Accord Institute, a non-profit research institution based in Orange County, CA, aiming to improve the common educational practices by conducting scientific research and forming a replicable educational model.) This research-based, proven educational program has been shaped by highly successful STEM focused charter schools that are clients of the Accord Institute. MSA-Santa Ana will receive services related to the educational program, teacher professional development and evaluation from the Accord Institute. The program has four major components, which are summarized below: Data-Driven Design, STEM Focus for Creativity and Innovation, Life-Long Learning, and Accelerated Academic Achievement.

Figure 2. Accord Education Program



**•Data-Driven
Design (D³)**

1.4.1 Data Driven Design

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

A. Identifying Low-Achieving Students Through Computer Adapted Tests

MSA-Santa Ana 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-Santa Ana 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-Santa Ana 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 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, educational materials that provide review and re-teaching are used. 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 "1.11 English Learners"

C. Department and Grade-Level Meetings

Biweekly staff meetings at MSA-Santa Ana 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-Santa Ana 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, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year's academic progress within the school year.

MSA-Santa Ana 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-Santa Ana will continue offering 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.

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.

**•STEM Focus
for Creativity
and
Innovation (S)**

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-Santa Ana 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-Santa Ana'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-Santa Ana 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-Santa Ana organizes a school-wide science fair, in which all students participate. MSA-Santa Ana 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-Santa Ana will organize and participate in local and statewide math and computer programming competitions for elementary and middle school students. Through various activities, competition days will become a targeted event to arouse student interest.

MSA-Santa Ana 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-Santa Ana will offer 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), Digital Art and Desktop Publishing courses, and A+ (Advanced STEM)/MathCounts, First Lego League, and Science Olympiad clubs. The school also will involve parents in co-facilitating such after-school programs and activities.

1.4.2.2 Inquiry-based Instructional Approach

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

- Increase vocabulary knowledge and conceptual understanding (Lloyd & Contreras, 1985, 1987);
- Improve critical thinking (Narode et al., 1987);
- Develop positive attitudes toward science (Kyle et al., 1985; Rakow, 1986);
- Promote higher achievement on tests of procedural knowledge (Glasson, 1989) and;
- Ensure the construction of logico-mathematical knowledge (Staver, 1986).

MSA-Santa Ana bases its education program on the following principles:

Students View Themselves as Scientists in the Process of Learning:

- They look forward to doing science.
- They demonstrate a desire to learn more.
- They seek to collaborate and work cooperatively with their peers.
- 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:

- Students exhibit curiosity and ponder observations.
- They move around selecting and using the materials they need.
- They take the opportunity and the time to "try out" their own ideas.

Students Plan and Carry Out Investigations:

- Students design a way to try out their ideas, not expecting to be told what to do.
- They plan ways to verify, extend or discard ideas.
- They carry out investigations by: handling materials, observing, measuring, and recording data.

Students Communicate Using a Variety of Methods:

- Students express ideas in a variety of ways: journals, reporting out, drawing, graphing, charting, etc.
- They listen, speak and write about science with parents, teachers and peers.
- They use the language of the processes of science.
- 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:

- Students offer explanations from a "store" of previous knowledge.
- They use investigations to satisfy their own questions.
- They sort out information and decide what is important.
- They are willing to revise explanations as they gain new knowledge.

Students Raise Questions:

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

Students Use Observation:

- Students observe, as opposed to just looking.
- They see details, they detect sequences and events; they notice change, similarities and differences, etc.
- 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-Santa Ana 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 Magnolia Science Academy-Santa Ana, integrating Math, Science, Social Science and Language Arts classes with technology education in a fun and comprehensive way.

This unique program includes:

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

TIE consists of:

- Comprehensive and detailed technology curriculum
- Teaching materials and assessment tools
- 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 implementation¹.

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 interventions².

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. Jonassen³. 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.

1 Papert, S. & Turkle, S. (1993). Styles and voices. For the Learning of Learning of Mathematics, 13, 49 - 52.

2 Jonassen, D. H. (n.d.). Technology as Cognitive Tools: Learners as Designers. Retrieved from <http://itech1.coe.uga.edu/itforum/paper1/paper1.html>

3 Source: <http://itech1.coe.uga.edu/itforum/paper1/paper1.html>

b- Generative Processing Of Information

TIE engages generative processing of information¹ 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 knowledge*². 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-driven³.

d- Project-based, hands-on learning

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 ability⁴. 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.

Please see Appendix B1, "Technology Integrated Education Program," for MSA-Santa Ana's TIE Curriculum.

1 Wittrock, M.C. (1974). Learning as a generative activity. *Educational Psychologist*, 11, 87-95.

2 Rumelhart, D.E., & Norman, D.A. (1978). Accretion, tuning, and restructuring: Three modes of learning. In J.W. Cotton & R.L. Klatsky (Eds.), *Semantic factors in cognition*. Hillsdale, NJ: Lawrence Erlbaum.

3 Source: <http://itech1.coe.uga.edu/itforum/paper1/paper1.html>

4 Tomlinson, Carol (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms* (2 ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

1.4.2.4 Computer Science Program

In conjunction with the Technology Integrated Education (TIE) instruction, Magnolia Science Academy-Santa Ana 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 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.

Please see Appendix B2, "Computer Science Program," for MSA-Santa Ana's Computer Science Curriculum.

Life-Long Learning (L³)

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.'¹

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 motivation, or because they do not have necessary assistance and guidance required of their families. The instructional design at MSA-Santa Ana is prepared so that students have role models around them to provide high expectations and guidance. Students are motivated to focus on learning, and gain self-confidence with the discovery of their potential.

MSA-Santa Ana 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-Santa Ana 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-Santa Ana 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 8th grade.

B. Guidance Programs

Get Ready For Life (GRFL) Program

MSA-Santa Ana 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

¹ Source: http://www.esae.org/articles/2007_08_005.pdf

development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest 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 Appendix B6 for more information about MSA-Santa Ana's GRFL program.

College Prep and Counseling

College Readiness

MSA-Santa Ana'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-Santa Ana will offer:

CollegeEd® - a college planning and career exploration program for middle school students

Special interest classes and clubs, such as web authoring, programming, robotics, debate, journalism, and photography. MSA-Santa Ana will offer electives and clubs for students interested in pursuing particular disciplines in STEM areas.

Continuous career counseling, career days, college fairs, and guest speakers

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-Santa Ana 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-Santa Ana 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-Santa Ana 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-Santa Ana 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.

College Mentorship and Leadership Program (CMLP)

MSA-Santa Ana 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-Santa Ana 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-Santa Ana 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-Santa Ana 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-Santa Ana 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-Santa Ana's Home Visit Program.

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, are 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 allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

¹ Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

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 motivates MSA 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. Some of the trips done by PTS-Santa Ana so far include;

- College field trips to University of California-Irvine and California State University, Long Beach, California State University, Fullerton.
- PTS-SA students participated A+ Mathematics winter camp at University of Nevada, Las Vegas and summer camp at California State University, Northridge.
- PTS-SA students also participated MPS summer science camp at Palomar Mountain Outdoor School in San Diego.
- PTS-SA organized some extra-curricular trips to Sky High.
- PTS-SA had motivational guest speaker Cary Trivanovich
- California State Assemblyman Allan Mansoor for the Commemorative Assembly on September 11.

**•Accelerated
Academic
Achievement
(A³)****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-Santa Ana strives to provide students with means to reach their full potential. MPS applies multiple skill-level mathematics courses in all grades, ensuring that each student is challenged appropriately, irrespective of grade level. Therefore advanced level math courses at each grade level are offered 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.

MSA-SA will apply the same Advanced Math Courses program currently offered in all MPS. In addition to this MSA-SA will replicate the acceleration model in the MPS elementary school (MSA-7) by extending the skill-level mathematics courses in the elementary grades in the form of accelerated and regular mathematics classes.

A. Advanced Placement (AP) Courses

MSA-Santa Ana will offer Advanced Placement (AP) courses depending on student needs and interests. 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.

The following is a list of sample AP courses MSA-Santa Ana has offered so far: AP Biology, AP Computer Science, AP Language and Composition, AP Literature, AP World History, and AP US History. The school plans to expand its offerings to include AP Calculus, AP Chemistry, AP Physics, AP American Government, AP Economics, AP Spanish Language and other AP courses in the coming years depending on student needs and interests.

B. Advanced Math Courses

MSA-Santa Ana students who are enrolled in a grade level math course will be 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-Santa Ana will offer 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.

C. A+ (Advanced STEM) Program

A+ is an advanced STEM program designed to challenge students to their maximum potentials. 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 will 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 will be offered through MSA-Santa Ana'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 will 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-Santa Ana students will 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
- MathMatters
- 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+ will be offered both as an elective class and after school club at MSA-Santa Ana. Students will have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. They will get coached by Accord's A+ program coaches. Please see Appendix B3 for more information about A+ (Advanced STEM) Program.

D. Academic Clubs

Academic clubs are an important extension and integral part of MSA-Santa Ana's program. In addition to its rigorous STEM courses, MSA-Santa Ana will offer 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 will 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-Santa Ana 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-Santa Ana 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-Santa Ana 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-Santa Ana 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-Santa Ana, advanced courses are available in these subjects. Please see section "1.4.2 STEM Focus for Creativity and Innovation" for further details.

MSA-Santa Ana 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 CST 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-Santa Ana 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-Santa Ana 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-Santa Ana curriculum most effectively, MSA-Santa Ana teachers will use inquiry-based instruction as described in section "1.4.2 STEM Focus for Creativity and Innovation". 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-Santa Ana teachers will use a wide variety of effective instructional strategies¹ 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)

¹ Marzano, Robert J., Deborah Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* Alexandria, Va.: ASCD, 2001.

Generating and testing hypotheses (9) Cues, questions, and advance organizers.

1.5.1 Core Curriculum Areas

The math curriculum at MSA-Santa Ana is based on the common core state standards. The K-5 program will provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications. 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 K-5, students can do hands-on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8. The robust middle school program will prepare students to think and reason mathematically and provide a coherent and rich preparation for high school mathematics.

The science program at MSA-Santa Ana 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 elementary curriculum will ensure that science is integrated into the lessons and activities. Students will explore topics of Astronomy, Geology, Meteorology, Biology, Physics, and Chemistry in the cross-curricular units and programs. The middle school curriculum is based on the state framework and state standards and integrates essential learning in all areas of earth, physical, and life sciences.

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-Santa Ana 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.

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 elementary 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-Santa Ana 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 standards¹ 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 elementary 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.

The 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.

Social science courses at MSA-Santa Ana 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 Studies², 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.

In addition to the above core curriculum, MSA-Santa Ana will offer courses and/or clubs in physical education, languages other than English, art, music and technology in elementary grades. Study of the arts will be enhanced by their integration into other subjects, such as: The Physics of Sound and Music, The Art of Fractals and Snowflakes, Design Elements in Art (analysis of Marc Chagall’s work in Technology courses), Design on the Frontier (simulated quilt construction in the eighth grade American History course), Japanese Papermaking and Kite Design (World History and Cultures), and streamline and deco design, as used in automobile styling, and film robots described in science fiction literature (as part of the technology and robotics lab). Students will not be “cultural tourists,” but instead will be immersed in culture and diversity through daily discussion, projects and guest speaker presentation.

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: Languages Other than English, Visual and Performing Arts, Physical Education/Health, Computers and Technology, Math/ELA Enrichment,

¹ Source: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

² Source: <http://www.ncss.or/positions/powerful>

Get Ready For Life (GRFL), Sustained Silent Reading (SSR), and other elective courses that students can choose from.

Please see section 1.5.2 Additional Programs and Appendix B4, "Curriculum and Course Descriptions," for more information about the curriculum. *(The Appendices are part of the petition, and the petition incorporates by reference the "Curriculum and Course Descriptions," which further delineates and expands on the Elementary, Middle and High School Curricula.)*

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

MSA-Santa Ana'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

In grades 6 through 8, students are required to take core courses in History/Social Science. In high school, students are required to take at least three years of History/Social Science, including U.S. History, World History, American Government/Economics.

B. English

In grades 6 through 8, students are required to take core courses in English. In high school, students are required to take four years of approved courses in English.

C. Mathematics

In grades 6 through 8, students are required to take core courses in Mathematics. In high school, 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. Please see section "1.4.4 Accelerated Academic Achievement" for "Advanced Math Courses."

D. Science

In grades 6 through 8, students are required to take core courses in Science. In high school, 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.

E. Languages Other Than English

In grades 6 through 8, students may be offered languages other than English as elective courses. In high school, students are required to take at least two years of a language other than English in the same language; three years are recommended.

F. Visual and Performing Arts

In grades 6 through 8, students may be offered visual and performing arts courses as elective. In high school, 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.

G. Electives

In grades 6 through 8, students may be offered a variety of elective courses depending on student needs/demands and availability of teachers and resources. In high school, 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 and Performing Arts, Life Skills/Health, and Computer and Technology.

H. Physical Education/Health

In grades 6 through 8, students are offered Physical Education/Health courses two or three hours per week. In high school, students are required to take two years of Physical Education before graduation unless exempted pursuant to the provisions of the related Education Code.

During Physical Education courses students will be given the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging. In the Health portion of the curriculum, students will have the opportunity to develop the skills necessary for maintaining a healthy lifestyle.

I. Computers and Technology

In grades 6 through 8, students are offered Computers and Technology courses as elective. For the 2012-13 school year, these electives include Computer Literacy, Computer Programming, Digital Art, and Robotics. In high school, students are required to take one year of Computers and Technology courses before graduation.

1.5.2 Additional Programs

Early Intervention

As explained in section 1.4.1 Data Driven Design we believe that early intervention is a must. MSA-Santa Ana 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 CST questions (as provided by the California Department of Education's website), 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 1.4.3 Section C. Home Visits) for more information on their utilization for low-achieving and socio-economically disadvantaged students' success.

Response to Intervention/Instruction (RTI)

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-Santa Ana 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 the intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. 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 common core and California content standards/framework which have not been achieved.

A+ (Advanced STEM) Program

As explained in section 1.4.4 Accelerated Academic Achievement, A+ is MSA-Santa Ana's program for gifted/highly gifted students. 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+ will be offered both as an elective class and after school club at MSA-Santa Ana. Students will have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies where they will get coached by Accord Institute's A+ program coaches.

Please see Appendix B3 for MSA-Santa Ana's A+ (Advanced STEM) curriculum, guidelines, and handbooks.

Get Ready For Life (GRFL) Program

As explained in section 1.4.3 Life-long Learning, MSA-Santa Ana 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-Santa Ana, we will 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-Santa Ana’s “Get Ready For Life (GRFL)” course content through a weekly schedule.

Sustained Silent Reading (SSR)

MSA-Santa Ana will provide daily Sustained Silent Reading (SSR)^{1,2} and utilizes the Accelerated Reader © program by Renaissance Learning. The classrooms will be equipped with libraries to provide access to a wide variety of books at appropriate reading levels. In addition, students who are struggling academically participate in the English enrichment/intervention programs during the day and after-school.

Accelerated Reader is a computer program that helps teachers to manage and monitor a student’s independent reading practice. Unlike other reading programs, students select a book at their level and read it during SSR. Once completed, the student is administered an online assessment to provide feedback for the teacher on whether the student understood

¹ Yoon, Jun-Chae, “Three Decades of Sustained Silent Reading: A Meta-Analytic Review of the Effects of SSR on Attitude toward Reading” *Reading Improvement*, v39 n4 p186-95 Win 2002

² Akmal, Tariq T. “Ecological Approaches to Sustained Silent Reading: Conferencing, Contracting, and Relating to Middle School Students” *Clearing House*, v75 n3 p154-57 Jan-Feb 2002

the content. The assessment results are used to select a more appropriate leveled book, and ask more probing questions as the student is reading the book.

In order to determine the student's reading level, the STAR Reading Test, a computerized reading assessment that utilizes computer-adaptive technology is administered. The questions on the assessment continually adjust according to the student's responses. For example, if the response is correct, the difficulty level is increased, if the response is incorrect, the difficulty level is reduced. The assessment is comprised of multiple-choice questions and takes approximately 10 minutes. The results include a Zone of Proximal Development (ZPD), which is a range of books that will challenge the student without causing frustration.

Students' reading comprehension skills will be monitored via their participation in the Accelerated Reader program. If a student continually obtains low scores while reading at his or her level, intervention will be immediately implemented.

For MSA-Santa Ana, the the goals of the STAR Reading and AR programs are:

- 100% student and staff participation
- Students' average 90% comprehension on AR quizzes
- 20 minutes minimum reading per day (the primary expectation is that students read in SSR)
- 10% increase in ZPD range annually
- Maintain consistent testing conditions for maximally accurate data
- Recognition of students by staff for exemplary effort and performance

Assessment results will be used to inform Response to Intervention (RTI) strategies by all teachers.

Computers and Technology

As explained in Section 1.4.2.3 Technology Integrated Education (TIE) ©, MSA-Santa Ana will implement Accord's Technology Integrated Education (TIE) and computer science programs. In elementary school, students will obtain fluency in computers and learn introductory level computer literacy. The classes will be supported with problem solving and creative thinking skills. In grades 6 through 8, students will be offered Computers and Technology courses as elective. These electives include Computer Literacy, Computer Programming, Digital Art, and Robotics.

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.

The students will start taking Computer Classes starting Kindergarten and 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 "Table 11. Sample weekly curriculum demonstrating TIE" 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.

Table 11. Sample weekly curriculum demonstrating TIE

Lesson Title	Monday	Tuesday	Wednesday	Thursday	Friday
Understanding percents, decimals and fractions.	MATH. Writing percents as decimals and fractions	MATH. Writing percents as decimals and fractions	MATH. Dirfferent forms of percent representations.	MATH. Dirfferent forms of percent representations.	MATH./TECH. Technology integration*
	* 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				
Plate Tectonics from Earth Science.	SCIENCE Continental drift	SCIENCE Continental drift	SCIENCE Seafloor spreading	SCI./TECH. Technology integration*	SCIENCE Seafloor spreading
	* 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.				
Computer skills required to do the class projects.	COMPUTER Charts and graphs in Excel: Presenting data using pie chats. Adding data labels and legend keys. Different types of pie charts	ART/MUSIC	COMPUTER Formatting in MS Word: Using text effects. Changing layout and wrapping style of pictures.	ART/MUSIC	COMPUTER PowerPoint: Custom animations, adding effects to objects. Action settings
Biography and Autobiography: Looking at lives of people.	L.A. First and Third- Person narration	L.A./TECH. Technology Integration*	L.A. Before you read the autobiography	L.A. Reading: Storm by Gary Paulsen	L.A. Reading: Storm by Gary Paulsen
	* 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.				
Ancient Egypt from Early Middle Eastern and North African Civilizations.	SOC./TECH. Technology Integration*	SOC. STD. The Gift of the Nile	SOC. STD. The Gift of the Nile	SOC. STD. Life In Ancient Egypt	SOC. STD. Life In Ancient Egypt
	* Internet Research: Make an online search to find information and pictures for one of following subjects; Papyrus, Pyramids, Hieroglyphics. Application: Prepare a slide show presentation of 3 slides to present your subject.				

Integrating Computers into Core Classes

As mentioned above, integration projects address NETSS and California content standards and 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

Computer Science Curriculum

In conjunction with the Technology Integrated Education (TIE) instruction, MSA-Santa Ana implements the Accord Institute Computer Science curriculum, which complies with Computer Science Teachers Association (CSTA)'s 'A Model Curriculum for K-12 Computer Science.' This model has four levels:

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

MSA-Santa Ana 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-Santa Ana 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-Santa Ana) 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.

Please see Appendix B2 for more information about MSA-Santa Ana's "Computer Science Program."

1.5.3 Textbooks, Instructional Materials, and Technology

MSA-Santa Ana will utilize California State Board of Education 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.

Math: Harcourt Math, K-5; Holt California (6-12); *Enrichment/Intervention*: Singapore Math, Research Corps, Thematic Unit Materials, Heinemann, The Young Mathematicians at Work Series; Saxon Math, Renaissance Learning Accelerated Math Program, Study Island Program

Science: Harcourt Brace School Publishers, California Science (K-5); Glencoe Focus on Earth Science (6), Life Science (7), Physical Science (8), Biology, Physics, Chemistry; *Enrichment/Intervention*: FOSS (Full Option Science System), Research Corps, Thematic Unit Materials

English Language Arts/ELD: SRA/Open Court Reading, K-5; ELD Program-SRA Imagine It; Holt Literature & Language Arts (6-12); *Enrichment/Intervention*: Research Corps, Thematic Unit Materials; Saxon Reading, Renaissance Learning Accelerated Reader Program, Study Island Program

Social Science: Harcourt Brace School Publishers, Reflections Series (K-5); Holt California World History: Ancient Civilizations (6), Medieval to Early Modern Times (7), US History, American Government, Civics, World History; Holt California United States History: Independence to 1914 (8); *Enrichment/Intervention*: Research Corps, Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US

Other textbooks and course materials are specified in Appendix B4, "Curriculum and Course Descriptions."

At MSA-Santa Ana, 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-Santa Ana. 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, 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. 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 common core and California content standards/framework which have not been achieved.

Students at MSA-Santa Ana will develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-Santa Ana 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-Santa Ana 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-Santa Ana'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.

1.6 Communication to Parents and Students regarding the Transferability of Courses

PTS Santa Ana is fully accredited by Western Association of Schools and Colleges (WASC). MSA-Santa Ana plans to maintain accreditation from WASC. In case of re-accreditation MPS-Santa Ana accreditation procedure includes the following:

- School principal will contact the WASC and schedule the initial visit.
- School principal will complete the necessary modifications mentioned in the initial visit report and prepare for the self-study.
- Self-study will be completed no later than a year after the initial visit by the participation of all school staff under the supervision of the school board.
- The final visit will be scheduled no later than three years after the initial visit.
- MSA-Santa Ana will conduct school planning with a view to meeting the WASC standards outlined in five categories: Organization, Standards-Based Student Learning: Curriculum, Standards-Based Student Learning: Instruction, Standards-Based Student Learning: Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth.
- In the interim before the school is accredited by WASC, the school will inform parents and students through the school website, recruitment meetings, marketing materials, orientation sessions, and/or the student handbook that the courses taken at the school may be at risk of not transferring to another institution.
- After the official accreditation is obtained, parents will be informed through similar methods that students' course credits are transferable to neighboring public schools.

1.7 Professional Development

1.7.1 Staff Development

In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Santa Ana will provide all staff with multiple opportunities to grow professionally. MSA-Santa Ana will assess staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan, MPS will determine common staff development days, and tailor 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 (PLC) by grade level and by department.

1.7.2 Professional Learning Communities (PLC)

MSA-Santa Ana will make 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-Santa Ana, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature have recently been added to MPS 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."

1.7.3 MPS Meetings

Principals Meeting

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

Academic Leaders Meeting

All MPS Deans/Academic Coordinators 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.

Discipline Coordinators Meeting

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

1.7.4 School-wide Meetings and Professional Development Activities

Administrative Meetings

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

General Staff Meetings

MSA-Santa Ana staff will meet every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues will be discussed as time permits.

Department Chair Meetings

Department Chair meetings will be 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 will meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP, STAR, CELDT, etc.,)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- 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 will be held monthly. These meetings will 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 will meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.)
- Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- 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-Santa Ana staff will participate in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings will help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback will be addressed in the summer in-service program.

Summer in-service programs

MSA-Santa Ana will also hold 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 will be 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 will be 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 will be evaluated annually. A pre-conference and post conference will be 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.

1.7.5 Beginning Teacher Support and Assessment Program (BTSA)

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

1.7.6 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). (*June 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 for 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. (*9/5/2013, 1/27/2014, TBD for subsequent years*)

Other professional development programs that MSA-Santa Ana 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-Santa Ana.

1.7.7 Common Core State Standards (CCSS) Transition: MPS 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 (9/5/2013, 1/27/2014, 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 (February 2013; TBD for subsequent years)

1.7.8 Ongoing Professional Development Program for Special Education

MSA-Santa Ana will conduct ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Ana will have 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 will 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.

The professional training in special education includes:

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

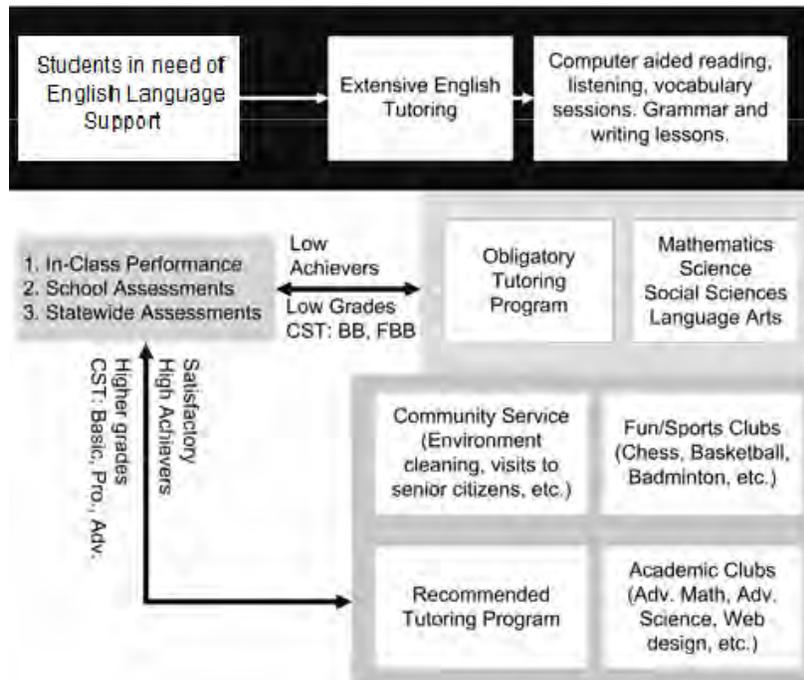
In addition to the August sessions, MPS conducts quarterly training sessions about special education.

1.8 Low Achieving Students

MSA-Santa Ana will identify low-achieving students on an ongoing basis, and implement Response to Intervention/instruction (RTI) programs. The school will use multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education’s website), Accelerated Reader & Accelerated Math tests, Study Island tests, and teacher-designed tests for identification and monitoring. For students achieving substantially below grade level, MPS uses educational materials that provide review and re-teach programs. 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. Please see section 1.4.1 Data Driven Design and 1.5.2 Additional Programs for more information on intervention.

To narrow the achievement gap for low-achieving students, specialized strategies will be implemented both during school hours and in the after-school program. At MSA-Santa Ana, low-achieving students will be given much needed individualized attention by their teachers and the school administration. The school will ask the parents for cooperation in offering motivational support to their children. Targeted English & Math intervention classes will be offered during elective periods to students who are not achieving at grade level. On an as-needed basis, a Student Improvement Plan (SIP) will be 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-Santa Ana will offer a customized after-school program to all its students depending on their academic achievement level, as depicted in Table 12 below. Individual and small group tutoring as well as homework clubs are also available.

Table 12. MSA-Santa Ana after school program structure



In upper grades, students identified as low achieving will also 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. As part of RTI monitoring, low achieving students' progress will be 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 intervention/instruction, the homeroom teachers may decide to include them in different recreational activities to promote students' interest in learning. The teacher will regularly monitor academic improvement for these low achieving students through in-class assessment and RTI monitoring tools. Parents will 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 school information system and online reports from the RTI intervention programs.

1.9 Socio-economically disadvantaged Students

California Department of Education defines socio-economically disadvantaged student as a student neither of whose parents have received a high school diploma or as a student who is eligible for the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP). MSA-Santa Ana will also use registration records, home visits and parent surveys to identify the socio-economically disadvantaged students.

Being socio-economically disadvantaged 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 motivation to excel, or the means to do so. Socio-economically disadvantaged students are prone to fail because of lack of high expectation, or they do not have necessary assistance and guidance required of their families.

The instructional design of MSA-Santa Ana addresses the needs of low-income and socio-economically disadvantaged students. The Charter School will identify the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implement early intervention where indicated. Free tutoring of all core classes will be 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 will 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 and college and career counseling programs in high school will enable socio-economically disadvantaged students to have a vision and be more specific on their goals to be successful at school and during their life. Silent Sustained Reading (SSR) hours enable these students to unlock a lifetime of reading habits, to have fluency

and vocabulary in expressing their ideas, and positive effect on their behavior. 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 1.8 Low Achieving Students for more information about how these programs will be beneficial to low-achieving and 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.

1.10 High Achieving Students

MSA-Santa Ana will identify 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, will be offered a broad range of academic learning opportunities. Our students will be engaged in advanced projects and activities in the areas of Math, Science, Technology, Social Studies and Language Arts. These projects and activities may be supported by the school staff and parents. Funding for these endeavors will be provided partially by the school and through grants, donations and fundraising.

High-achieving students will also learn computer programming and participate in competitive programs. Besides recreational after school clubs, there will be advanced study groups in STEM areas available for high-achieving students.

Please see 1.4.4 Accelerated Academic Achievement for more information.

1.11 English Learners

MSA-Santa Ana will meet all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). MSA-Santa Ana 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-Santa Ana, the Charter 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 California Standards Test (CST) in English-Language Arts (ELA), 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 California Standards Test (CST) 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 will be administered three times a year. MPS generates reports from NWEA that includes student performance data for each test administration. The Charter School's admin team will analyze the data and make inferences. Student performance data will then be shared with the school team for further study. Using teacher feedback, observations, and inferences from the student performance data, the Charter School team will collaborate 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.

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>

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.

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 Charter 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 scaffold academic content instruction and support.

MPS EL plan provides a content-based EL program during whole class instruction. Teachers will draw on the EL components of the Language Arts curriculum. During whole class instruction teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers create an educational environment that fosters language acquisition through content based lessons. Small group intervention will be 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 will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

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 (weekly or bi-weekly) 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:

Beginning of Year	Weekly	Quarterly	Year-End
Home Language Survey	Renaissance STAR Reading Tests	Progress Reports with grades and teacher comments	California Standards Test (CST)
MAP Test-1	Weekly Tests and Quizzes	MAP Tests	NWEA MAP Tests
CELDT			

Reclassification: MSA-Santa Ana will use 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 will be 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 will hold a CLAD or BCLAD credential or other CDE certification authorizing teaching to English Learners.

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

1.12 Students with special needs

MSA-SANTA ANA recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the DISTRICT to ensure that a free and appropriate education is provided to all students with exceptional needs. MSA-SANTA ANA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, MSA-SANTA ANA will comply with AB 602, DISTRICT guidelines, and all California laws pertaining to special education students.

Initially and by default, MSA-SANTA ANA shall be considered a “school of the District” for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, MSA-SANTA ANA reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not constitute a material revision of this charter. Currently PTS-SA is with the EI Dorado Charter SELPA.

So long as MSA-SANTA ANA operates as a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b) and in accordance with Education Code Section 47646 and 20 U.S.C. 1413, MSA-SANTA ANA seeks services from the District for special education students enrolled in MSA-SANTA ANA in the same manner as is provided to students in other District schools. However, MSA-SANTA ANA reserves the right to contract with service providers outside the District when appropriate. MSA-SANTA ANA anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and the District, which shall delineate the respective responsibilities of MSA-SANTA ANA and the District with regard to the funding and delivery of special education and related services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of MSA-SANTA ANA, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending MSA-SANTA ANA is properly identified, assessed and provided with necessary services and supports.

MSA-SANTA ANA will meet all the requirements mandated within a student’s Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student’s needs as documented on the IEP require a program other than inclusion, the school will work with the District and/or SELPA to provide an appropriate placement and services.

MSA-SANTA ANA will work with the district to make time and facilities available to meet the needs of the student’s IEP. MSA-SANTA ANA will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the district.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or

a review of the IEP by the IEP team at any time during the year via written notice to MSA-SANTA ANA, which will then forward such written notice to DISTRICT within two school days. The school will encourage open communication between the parents and the district for any items related to the special education services. Students at MSA-SANTA ANA who have IEP's will continue to attend the school, unless the IEP recommends otherwise and states why.

In order to comply with Child Find requirements as specified by law, MSA-SANTA ANA will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

1.12.1 Search and Serve

Upon the commencement of MSA-SANTA ANA's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, MSA-SANTA ANA will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and an MSA-SANTA ANA faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. MSA-SANTA ANA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at MSA-SANTA ANA with an existing IEP, MSA-SANTA ANA will DISTRICT within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, MSA-SANTA ANA shall work with the District or SELPA to implement the existing IEP at MSA-SANTA ANA or as otherwise agreed by the parent/guardian.

1.12.2 Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. MSA-SANTA ANA's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying

for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by MSA-SANTA ANA within 15 days. MSA-SANTA ANA will notify DISTRICT of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If MSA-SANTA ANA, in collaboration with DISTRICT, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The Principal will be responsible for gathering all pertinent information and sharing such information with DISTRICT. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with DISTRICT or SELPA policies and procedures, MSA-SANTA ANA will follow the following assessment guidelines. If a conflict with DISTRICT policies and procedures exists, then DISTRICT policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. MSA-SANTA ANA, in coordination with DISTRICT will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

MSA-SANTA ANA, in collaboration with DISTRICT, will ensure that all aspects of the IEP and school site implementation are maintained. MSA-SANTA ANA will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A DISTRICT Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. MSA-SANTA ANA views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and DISTRICT policies. Upon the parent or guardian's written consent, the IEP will be implemented by MSA-SANTA ANA , in cooperation with the District or SELPA in which MSA-SANTA ANA is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by MSA-SANTA ANA. The IEP will include all required components and be written on DISTRICT forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When MSA-SANTA ANA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, MSA-SANTA ANA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although DISTRICT will hold ultimate responsibility for providing Special Education services (so long as MSA-SANTA ANA operates as a school of the District for purposes of special education), MSA-SANTA ANA is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of MSA-SANTA ANA to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the principal of MSA-SANTA ANA, will be the primary MSA-SANTA ANA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at MSA-SANTA ANA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 3, pending budgetary availability, MSA-SANTA ANA plans to employ a Special Education Manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and

Provide a report of student progress on the same schedule as students in general education. In addition to the above special education staff, MSA-SANTA ANA also seeks related services from the District for special education students enrolled in MSA-SANTA ANA in the same manner as is provided to students in other District schools (so long as MSA-SANTA ANA operates as a public school of the District for purposes of special education). MSA-SANTA ANA also reserves the right to contract with service providers outside the District when appropriate..

Reporting

MSA-SANTA ANA, in collaboration with DISTRICT, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- The basis of exit from MSA-SANTA ANA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the MSA-SANTA ANA Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at MSA-SANTA ANA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year . MSA-SANTA ANA will utilize the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the District and MSA-SANTA ANA shall work together to defend the case. In the event that the District determines that legal representation is needed, the MSA-SANTA ANA agrees that it shall be jointly represented by legal counsel of the District's choosing.

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in MSA-SANTA ANA if the District determines such action is legally necessary or advisable. MSA-SANTA ANA agrees to cooperate fully with the District in such a proceeding.

So long as MSA-SANTA ANA operates as a school of the District for purposes of special education, MSA-SANTA ANA understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Complaint Procedures

Parents or guardians also have the right to file a complaint with DISTRICT and/or California State Department of Education if they believe that the school or SELPA has violated federal or state laws or regulations governing special

education.

Special Education Strategies for Instruction and Services

MSA-SANTA ANA will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. MSA-SANTA ANA will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through MSA-SANTA ANA's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for MSA-SANTA ANA Staff

The School Director, Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as MSA-SANTA ANA operates as a “school of the District” for special education purposes, DISTRICT agrees to allow MSA-SANTA ANA staff access to all Special Education related professional development opportunities that are available to district employees.

MSA-SANTA ANA also intends to seek professional development opportunities for its' staff through potential trainings facilitated by the San Bernardino County Office of Education, CSU San Bernardino, UC Riverside, and any private companies.

Section 504 of the Rehabilitation Act

MSA-SANTA ANA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

MSA-SANTA ANA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MSA-SANTA ANA. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include a DISTRICT representative, the parent/guardian, the student, a qualified faculty member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any

behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: 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. Education Code Section 47605(b)(5)(B).

2.1 Schoolwide Goals

To better serve the students and the community, MSA-Santa Ana will continue to examine and update the following list of measurable student outcomes over time to reflect the school's mission and any changes to state or local standards that support such a mission. Should any changes to the measurable pupil outcomes be made, MSA-Santa Ana will submit those changes to the SAUSD as an update to the charter.

In the following tables you will find summaries of measurable student outcome goals, core academic skill goals, and goals for lifelong learning and interpersonal skills. 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-Santa Ana'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-Santa Ana will be held accountable by the MPS Board of Directors for meeting student outcome goals. Benchmark skills and specific classroom-level skills will be updated annually. Please see Table 1 below for MSA-Santa Ana's measurable student outcome goals and the methods by which student progress in meeting those student outcomes will be measured. Tables 2 and 3 provide representative outcomes and assessment tools for core academic areas, lifelong learning and interpersonal skills.

2.1.1 Measurable Student Outcome Goals

Table 1 – Measurable student outcome goals and assessment tools

Outcome	Goal	State-level Year-end Assessments / Local Benchmark Instruments
Academic Performance Index (“API”) growth	<ul style="list-style-type: none"> Meet or exceed the API growth target in the year prior to charter renewal or two of the last three years prior to renewal 	<ul style="list-style-type: none"> API reports (annual) School-designed content benchmark assessments; MAP test results (quarterly)
Adequate Yearly Progress (“AYP”)	<ul style="list-style-type: none"> Meet or exceed AYP targets in the year prior to charter renewal or two of the last three years prior to charter renewal 	<ul style="list-style-type: none"> AYP reports (annual) School-designed content benchmark assessments; MAP test results (quarterly)
Similar school API ranking	<ul style="list-style-type: none"> Rank 7 or better on the similar school API ranking system in the year prior to charter renewal or two of the last three years prior to renewal 	<ul style="list-style-type: none"> API reports (annual)
Grade-level proficiency	<ul style="list-style-type: none"> At least 80% of the students will demonstrate grade-level proficiency on standards each year in Reading/Language Arts, Math, Science, and Social Studies <p>OR 5-10% increase in proficiency each year</p> <p>OR 20% increase in proficiency from 2014-15 to 2017-18</p>	<ul style="list-style-type: none"> CST reports (annual) School-designed content benchmark assessments; MAP test results (quarterly) End-of-year student report cards (annual)
Student attendance rate	<ul style="list-style-type: none"> Average daily attendance rate of at least 95% 	<ul style="list-style-type: none"> ADA rate (monthly) Daily attendance reporting via SIS (daily)
Student suspension rate	<ul style="list-style-type: none"> Suspension rate lower than the SAUSD average 	<ul style="list-style-type: none"> CDE records (annual) Suspension reporting via School Information System (daily)
English Learner (EL) performance	<ul style="list-style-type: none"> 50% of ELs will advance one overall performance level on the CELDT each year. 50% of ELs at overall Early Advanced performance level on the CELDT who are enrolled in MSA-Santa Ana no less than one year will be reclassified to fluent English proficient (RFEP) each year. 	<ul style="list-style-type: none"> CELDT reports (annual) CDE records (annual) School records (annual)
Graduation rate	<ul style="list-style-type: none"> Graduation rate higher than the SAUSD average 	<ul style="list-style-type: none"> CDE records Enrollment and graduation records
Dropout rate	<ul style="list-style-type: none"> Dropout rate lower than the SAUSD average 	<ul style="list-style-type: none"> CDE records Enrollment and graduation records
CAHSEE passing rate	<ul style="list-style-type: none"> 10th grade CAHSEE passing rate of more than 70% during the first test administration of the year 	<ul style="list-style-type: none"> CAHSEE reports

2.1.2 Core Academic Skill Goals

The following table summarizes skill goals in core academic areas at MSA-Santa Ana.

At least 80% of students who have been enrolled at MSA-Santa Ana for a full academic-year will receive a grade of “C” or better (or perform “proficient” on the related CSTs) in the content areas as outlined by CDE each year.

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

Curricular Focus	Measurable Outcomes	Assessment Tools
Core Academic Skills (Mathematics)	<ul style="list-style-type: none"> ▪ Ability to solve text-based as well as real-world problems using a variety of mathematics tools and procedures <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, each semester) ▪ State-mandated tests aligned to standards (e.g., CST) (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly) ▪ MAP Testing (quarterly)
Core Academic Skills (Science)	<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ▪ Be aware of the range of careers available in science. 	<ul style="list-style-type: none"> ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, each semester) ▪ State-mandated tests aligned to standards (e.g., CST) (grades 6 – 11) (annual) ▪ Portfolios of student work, reports and/or exhibits scored by the teacher using rubrics. (monthly)
Core Academic Skills (Language Arts)	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, each semester) ▪ State-mandated tests aligned to standards (e.g., CST) (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)
Core Academic Skills (History - Social Science)	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, each semester) ▪ State-mandated tests aligned to standards (e.g., CST) (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)

2.1.3 Goals for Lifelong Learning and Interpersonal Skills

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

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

Skills	Measurable Outcomes	Assessment Tools
Leadership, Collaboration and Cooperation	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

<p>Critical Thinking and Problem Solving</p>	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.
<p>Self-discipline</p>	<ul style="list-style-type: none"> ▪ Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. ▪ Explore career opportunities based on their identified interests and strengths. ▪ Show self-esteem based on accurate assessment of self. 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work
<p>Citizenship</p>	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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

2.2 Grading and Promotion

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MSA-Santa Ana 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.

2.2.1 Elementary School Grade Promotion

In grades K through 5, students will receive one of the following marks for their grade level performance on each

component or standard in Language Arts, Math, Science, and Social Science.

Academic Grades:

1 = Far Below Basic, 2 = Below Basic, 3 = Basic, 4 = Proficient, 5= Advanced

Arts, Citizenship & Work/Study Skills Key:

S = Satisfactory, does consistently

N= Needs time, help and practice to improve

U= Unsatisfactory, more effort needed

ELD Grades:

1 = Beginning, 2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced, 5= Advanced

The following is MSA-Santa Ana's policy regarding the retention of pupils in grades K–5:

- Grades K–2: Any student who is not at benchmark based on (1) reading benchmark assessments or (2) math benchmark assessments or (3) report card grades;
- Grades 3–5: Students who fail to achieve the minimal level of proficiency (BASIC) in accordance with SBE Section 60648 on MAP tests and/or CST (California Standards Test) in Mathematics or Reading and Language Arts;
- Grades K-5: Any student who is more than one year behind grade level in mathematics or reading and language arts as determined by the MAP assessments.
- Kindergarten students will be retained only if the teacher and parent are in agreement that retention is the best intervention to ensure student success.

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

- A letter shall be sent to the student's parent(s) or guardian(s) by May 1st of each school year informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer of Magnolia Public Schools (MPS). If the decision of the Chief Academic Officer is not in agreement with the

parent(s)/guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

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

Report Cards

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

MSA-Santa Ana will use a standards-based report card that is aligned with the California State Standards. For each academic content area, students are scored on a 1–5 scale, which mirrors the CST scores. ELD also uses the 1–5 scale, but the scores mirror the CELDT scores. The guidelines for all content areas indicate the Proficient Level. Proficient is considered at grade level. To receive a Proficient (4), the expectation is that the student has mastered all the standards indicated in the guidelines for that marking term.

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

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

2.2.2 Middle School Grade Promotion

MSA-Santa Ana will follow a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses. 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.

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

2.2.3 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.

2.3 Graduation Requirements

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

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

MSA-Santa Ana math requirements are threefold:

- Credit requirements: MSA-Santa Ana 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-Santa Ana 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-Santa Ana 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.

Table 1 – MSA-Santa Ana Graduation Requirements

Subject Area	Minimum Course Requirements	Sample Elective Courses*	STANDARD Diploma	ADVANCED Diploma	HONORS Diploma
(a) History /Social Science	Three years, including World History US History American Government and Civics (1/2) Economics (1/2)	Sociology AP Psychology AP World History AP US History AP US Government & Politics	30	30	30
(b) English	Four years of approved courses English 9 English 10 English 11 English 12	Creative Writing Journalism Public Speaking AP English Language and Composition AP English Literature and Composition	40	40	40
(c) Mathematics	Three years, including Algebra I Geometry Intermediate Algebra (Algebra II) (Four years recommended)	Trigonometry Probability and Statistics Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology Chemistry Physics (Three years recommended)	Earth Science Environmental Science Marine Biology AP Biology AP Chemistry AP Physics B AP Physics C	20	30	40
(e) Language Other Than English	Two years in same language required. (Three years recommended)	Spanish-1, Spanish-2, Spanish-3, Spanish-4, AP Spanish Language, Other world languages offered by the School	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art	Art Drama Multimedia Music Photography	10	10	10

		Web Design & Graphic Arts			
(g) Electives*	20 or 30 credits of electives required depending on diploma type.	Additional courses in History/Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts and Computers & Technology	30	30	20
Physical Education	Two years required.		20	20	20
Computers & Technology	One year required.	3-D Modeling Advanced Office Computer Aided Design Computer Literacy-1 Computer Literacy-2 Desktop Publishing Digital Arts Introduction to Engineering Design Introduction to Programming Pre-AP Computers Principles of Engineering Robotics Web Authoring AP Computer Science A	10	10	10
Total Required Credits			210	230	240
AP Course / College Credit Requirements	AP * or college courses can be taken to meet minimum course requirements or as elective.		N/A	20	40
Other Requirements	California High School Exit Exam		Pass	Pass	Pass
	Minimum Cumulative GPA		2.00	3.25	3.50
	Required Service Learning Hours			40 hrs.	40 hrs.

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

ELEMENT 3: METHODS TO ASSESS STUDENT PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

MSA-Santa Ana will use multiple measures to assess student and the school progress towards meeting the goals described in the previous section. Assessments will be aligned to the school's mission, exit outcomes and the curriculum. This section describes these assessment methods. Results of these assessments will be used to facilitate continuous improvement of the programs offered at each school site. MSA-Santa Ana 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.

3.1 Academic Areas

The measures that will be used to assess student progress include all state-mandated standardized tests such as the Standardized Testing and Reporting (STAR) tests. 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. 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.

3.2 Standardized Tests

MSA-Santa Ana 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-Santa Ana will use STAR assessment tools including CST produced for public schools and California Achievement Tests, Sixth Edition (CAT/6) in reading, language and mathematics, CELDT, and CAHSEE.

MSA-Santa Ana 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.

3.3 Computer Adapted Tests

Please see section 1.4.1 Data Driven Design about MAP testing.

3.4 Use and Reporting of Data

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

MSA-Santa Ana 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-Santa Ana, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at MSA-Santa Ana and of the District. MSA-Santa Ana 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-Santa Ana does not have that MSA-Santa Ana needs in order to meet its obligations, the District shall provide the same to MSA-Santa Ana in a reasonably timely manner upon request.

If MSA-Santa Ana does not test (i.e., STAR) with the District, MSA-Santa Ana hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year. MSA-Santa Ana 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.

3.5 CoolSIS: MSA-Santa Ana's School Information System

MSA-Santa Ana utilizes 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 MSA-Santa Ana 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 empowers MPS Central Office administrators to supervise the school easily from anywhere. MPSCO administrators can take a snapshot of the school any time in any aspect including past data.

- This custom-made system is highly adjustable according to MSA-Santa Ana's needs and it's being developed to meet MSA-Santa Ana's needs.
- Longitudinal studies can be performed using CoolSIS.

ELEMENT 4: GOVERNANCE

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

4.1 Nonprofit Public Benefit Corporation

MSA-Santa Ana 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-Santa Ana 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-Santa Ana, 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-Santa Ana 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.

Attached, as Appendix C, please find the-Articles of Incorporation, Corporate Bylaws of the Foundation, The Foundation's Conflict of Interest Code and the Notice of Intention to Adopt or Amend a Conflict-Of-Interest Code.

4.2 Board of Directors

The MPS Board of Directors ("the Board") is responsible for MSA-Santa Ana's operation and governance. The chief executive officer, appointed by the board, is responsible for execution of daily management duties of MPS on behalf of the Board. The Board of Directors shall consist of a minimum of three (3) and a maximum of eleven (11) voting members. Please see Appendix C2 (Bylaws) for the election, terms and duties of the board members. The District reserves the right to appoint a single representative to the charter school board pursuant to California Education Code Section 47604(b). Please see Appendix C4 for biographies of the directors of the MPS Board.

MSA-Santa Ana will be governed in accordance with all applicable laws and regulations relating to public agencies and charter schools and its corporate bylaws.

Members of the Charter School's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and SAUSD's Charter School policies and regulations regarding ethics and conflicts of interest. The Charter School will comply with the Brown Act and Roberts Rules of Order. The School will be nonsectarian in its programs, admission policies, employment practices, and all other operations and will not discriminate on the basis of any characteristic listed in Education Code Section 220.

The Board meets at least bimonthly. Board meeting agendas with date, time, and location are posted at all MPS campuses 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 or such other place as the Board may direct according to its Bylaws.

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. In a good faith effort to ensure public participation for MSA-Santa Ana stakeholders, MPS will provide video and/or phone conferencing access at the school site within SAUSD. This service allows 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 fliers and information web pages for the meetings. All participants/speakers will have access to language translation services if requested in advance.

4.3 Magnolia Public Schools Central Office (MPSCO)

The Magnolia Public Schools Central Office (MPSCO) executes the decisions and policies set by the Board and manages business operations in MPS. Through the MPSCO, MPS can establish its educational mission in all MPS schools at a lower expense and reduce program and operations-related burdens of the school administration. 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
- Accreditations and Compliances
- Payroll
- Purchasing
- Budgeting
- Financial and other reporting
- Annual audit
- Community outreach
- Public relations
- Information Technology (IT) support
- Data management
- Facility management
- Human resources

4.4 Magnolia Public Schools advisory committee

The Board has formed an advisory committee to advise on the performance of MPS and provide recommendations on major decisions involving school expansion and replication, the mission, vision, and educational philosophy of MPS, community outreach, and other organizational areas. The Advisory Committee has members from:

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

The Advisory Committee will meet at least once a year to advise on operations of MPS. The committee will produce a report and offer recommendations for future changes, if any. The Advisory Committee has no binding power on the Board, MPSCO, or individual MPS Schools. However, their recommendations will be considered crucially important for success of MPS.

4.5 Principal

Please see section 5.3.2 Principal, Assistant Principals/Deans on page 115 for the Principal's responsibilities and duties.

4.6 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. Minimally, the SSC will be formed at MSA-Santa Ana and consists of:

- The school principal
- One teacher representative elected by the faculty
- One parent representative elected by the Parent Club
- One student representative elected by the Student Council
- One community representative appointed by MPSCO

SSC recommends suggested courses of action for the board to adopt regarding site-specific issues. The school principal will communicate these policies to MPSCO.

4.7 English Learners 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-Santa Ana when the site has 21 or more students of LEP.

4.8 Parental Involvement

4.8.1 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-Santa Ana 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-Santa Ana 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.

4.8.2 Student-Teacher Status Portal

MSA-Santa Ana will use CoolSIS¹, 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 will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

4.8.3 Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-Santa Ana. By having representative(s) on the School Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making

¹ See Section "3.5 CoolSIS: MSA-Santa Ana's School Information System"

recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include:

- The Parent/Guardian Club will meet regularly and advise the SSC.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress. (See descriptions of home visits above)
- Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-Santa Ana.
- There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. It is not required, but expected, that parents will contribute a minimum of 10 hours per year to the school.
- Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.
- Parents will have the opportunity to attend periodic dinners for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

4.9 Grievance Procedure For Parents and Students

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

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

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

4.10 Organizational Chart

Please see the following figures for organizational charts of MPS and MSA-Santa Ana.

Figure 3. Organizational chart of MPS

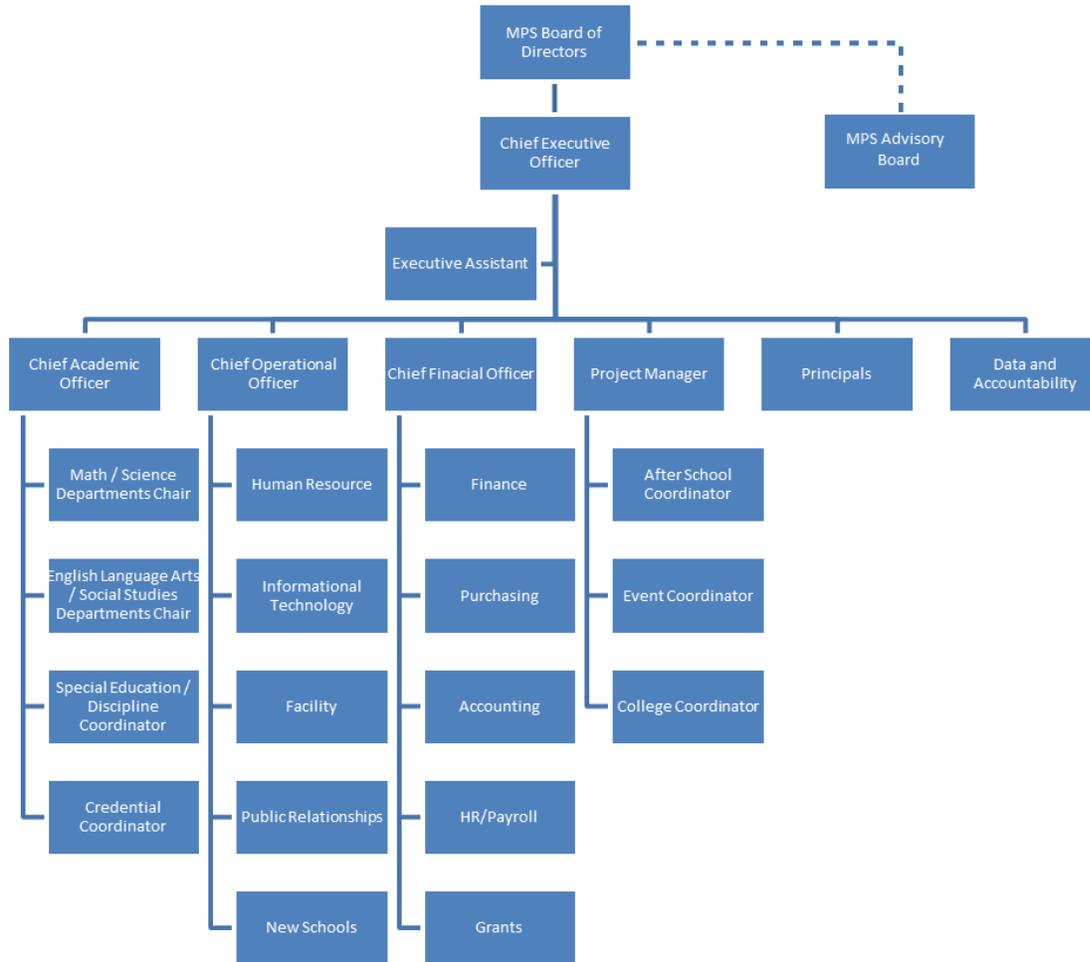
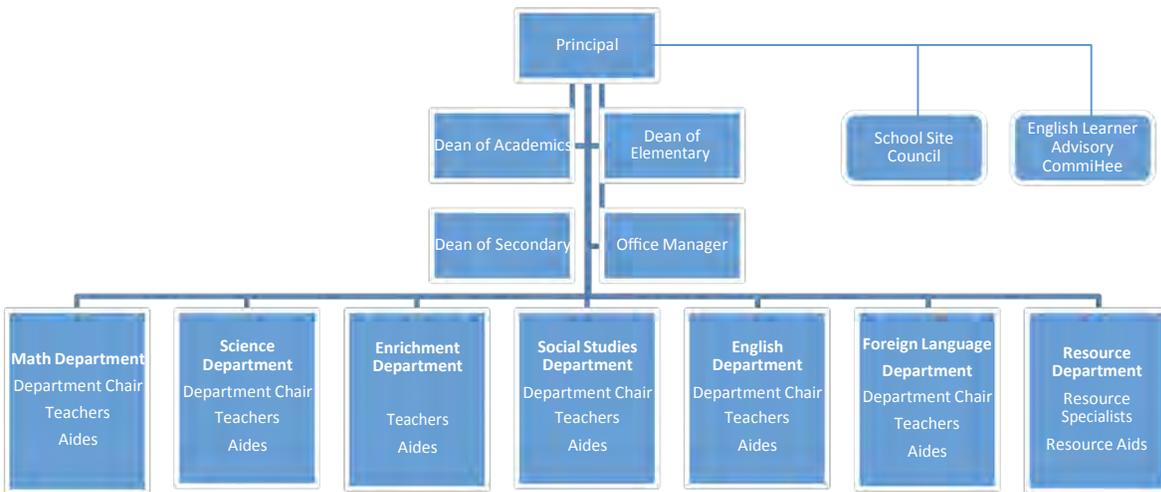


Figure 4. Organizational chart of MSA-Santa Ana



ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

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

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

5.1 Background Checks

MSA-Santa Ana adheres to Education Code Section 44237 regarding fingerprinting of employees. Prior to the first day of work for every employee, MSA-Santa Ana will process background checks through LiveScan, administered by the Department of Justice. MSA-Santa Ana 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.

5.2 Recruiting Qualified Teachers

MSA-Santa Ana will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001). MSA-Santa Ana 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 grade level certified and 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 will be taught by NCLB compliant teachers. MSA-Santa Ana 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-Santa Ana 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-Santa Ana teachers will be required and expected to:

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

Please see section 5.3 Staff Selection and Qualifications of the School Personnel and expected skills, qualifications, responsibilities, and duties.

5.3 Staff Selection and Qualifications of the School Personnel

5.3.1 Hiring Process and Schedule

Magnolia Public Schools Board of Directors authorizes the MPSCO the recruitment of the principal. The school principal than establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator and a teacher of the relevant subject from 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:

- MPS will hire the Principal. Preferably, the principal should have teaching experience in STEM areas and have leadership skills to perform administrative duties.
- In order to recruit new teachers, the principal advertises on frequently visited websites such as <http://www.edjoin.org>, teachers-teachers.com and in local newspapers. Referrals from MPS' staff and parents will also be taken into consideration.
- The hiring committee is in charge of selection, interviewing and recruitment process of the qualified candidates. The hiring committee will consider the school's mission and the target student population in selecting the most qualified teachers for the positions available.

5.3.2 Principal, Assistant Principals/Deans

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 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.

Skills and Qualifications for the Deans:

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

Deans' Responsibilities and Duties:

Dean of Academics:

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 including payment issues
- 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
- 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:

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

5.3.3 Teachers

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

Skills and Qualifications:

- BA or BS (as appropriate) degree in subject matter 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
- 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 Individual Education Plans to ensure all modifications are met

- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

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

Classroom Management and Organization

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

Communication

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

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

5.3.4 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 Individual Education Plan (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

5.3.5 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

5.3.6 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-Santa Ana will be free of charge for all students.

5.3.7 Other Certificated, Classified and Other Personnel

The Principal will select other classified and other personnel based on an application and interview. Selection will depend

on the ability to perform the job duties for that position.

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

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

5.4 Evaluation of the School Personnel

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

5.4.1 Principal

Magnolia Public Schools Central Office (MPSCO) will evaluate the Principal 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

5.4.2 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.

5.4.3 Other Personnel

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

5.5 Performance and Acknowledgement

Exceptional performance will be acknowledged; staff may earn performance pay in the form of bonuses.

ELEMENT 6: HEALTH AND SAFETY

Governing Law: 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. Education Code Section 47605(b)(5)(F).

The health and safety of MSA-Santa Ana staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. MSA-Santa Ana will comply with all applicable health and safety laws and regulations. MSA-Santa Ana 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:

6.1 Facilities

MPSCO is working on construction of a facility on a 2.6-acre parcel with C2 commercial zoning at the address of 2840 W First Street, Santa Ana. The new facility is anticipated to be completed by the beginning of the 2014-15 school year. The school is anticipated to have maximum capacity of 1020 students. MPSCO is currently going through the CDE site approval process. The project was given a preliminary apportionment of \$17,413,956, of which an advance apportionment of \$1,481,396 was received for the design phase in January 2012. MPSCO also received an advance payment of \$2.6 million for site acquisition.

The project is organized into two separate buildings, totaling 52,417 gross square feet (Academic Bldg. = 46,780 s.f. + Gym Bldg. = 5,637 s.f.). The main building is two stories, consisting of thirty-four classrooms / lab rooms, administration space, a reading room, and retreat space for special student projects. Elementary grades, Kindergarten through 5th, are situated at the first floor along with the central administration space. The second floor consists of classes for middle and high school students, grades 6th through 12th.

Adjacent to the academic building is a gym building housing a boys' and a girls' locker room, an office, a food servery, storage and a basketball court, which can be used as a multi-purpose or assembly space. To the north of the gym building, sheltered seating accommodates outdoor dining for approximately 250 students.

Both buildings frame the main open area, which includes a play field, a basketball court and play equipment. A student promenade creates a central axis, connecting the drop off area to the academic building to the outdoor play areas to the gym. A lane is provided for drop off and pick up of students. Please see Appendix D2, titled “Facility Project Description,” for the school facility plans.

MSA-Santa Ana will 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 Charter 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. Dependent on the facility requirements, MSA-Santa Ana

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.

Facility Status

MSA Santa Ana will demonstrate control of the facility to ensure that the property is actually available to MPS, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility will 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 or addition to the proposed charter school facility. MSA-Santa Ana will implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. MSA-Santa Ana cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. MSA-Santa Ana will adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site

MSA-Santa Ana will provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. MSA-Santa Ana will maintain a copy of the Certificate of Occupancy for the designated use of the facility. If MSA-Santa Ana moves or expands to another facility during the term of this charter, MSA-Santa Ana shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

Asbestos Management

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

6.2 Auxiliary Services

MSA-Santa Ana 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.

6.3 Immunizations and Tuberculosis Testing

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools 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-Santa Ana will comply

with education Code Section 49406 with regard to tuberculosis testing.

6.4 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.

6.5 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.

6.6 Diabetes

MSA-Santa Ana 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:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
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.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

6.7 Blood Borne Pathogens

MSA-Santa Ana will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board will 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 will follow the latest medical protocol for disinfecting procedures.

6.8 Emergency Situations

MSA-Santa Ana will utilize its School Safety Plan in responding to emergency situations. The plan will be reviewed each year and updated as necessary. MSA-Santa Ana 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. MSA-Santa Ana will create and maintain a record of each drill. Additionally, important safety and health topics will be addressed in the School's newsletter.

6.8.1 Fire Drills

MSA-Santa Ana will 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.

6.8.2 Earthquake and Other Disaster Drills

MSA-Santa Ana will comply with the Education Code Section 35297 in regards to holding a "drop procedure" practice at least once each school quarter in elementary schools and at least once a semester in secondary schools. MSA-Santa Ana shall conduct 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, advise 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-Santa Ana 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-Santa Ana 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.

6.8.3 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.

6.8.4 Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their 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.

6.9 Drug Free/Alcohol Free/Smoke Free Environment

MSA-Santa Ana will function as a drug, alcohol and tobacco free workplace.

6.10 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-Santa Ana 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.

6.11 Comprehensive Sexual Harassment Policies and Procedures

MSA-Santa Ana 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-Santa Ana 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).

6.12 Child Abuse Reporting

MSA-Santa Ana employees are mandated reporters and will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. MSA-Santa Ana 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 with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and 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-Santa Ana staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parent/guardian.

6.13 workplace safety

All employees are responsible for their own safety, as well as that of others in the workplace. MSA-Santa Ana 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-Santa Ana's premises, or in a product, facility, piece of equipment, process, or business practice for which MSA-Santa Ana 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-Santa Ana 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-Santa Ana's employee handbook will not be tolerated.

6.14 Insurance

MSA-Santa Ana will secure and maintain board errors and omissions, general liability, workers compensation, and other necessary insurance coverage as required by the District.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: 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. Education Code Section 47605(b)(5)(G).

MSA-Santa Ana implements a special recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. This process involves the following:

- Hold discussions and distribute application materials at places where diverse populations may be reached in the target area, including community centers, neighborhood meeting areas, and existing schools;
- Distribute materials in English and Spanish to reach the limited English proficient populations that exist in the target area;
- Employ bilingual individuals who specialize in public relations with underrepresented communities and neighborhoods;
- Host Open Houses and provide tours of the school;
- Monthly or biweekly public presentations;
- All means of advertising will be used, such as electronic media, flyers, and direct mail.
- Distributing flyers at playgrounds, recreation centers and/or sports clubs in our neighborhood;
- Direct mailing to the parents/guardians who have children in targeted age groups.

MSA-Santa Ana 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. MSA-Santa Ana will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, of the charter school, if applicable. Education Code Section 47605(b)(5)(H).

MSA-Santa Ana will comply with all applicable state laws pertaining to student admission and enrollment including California Education Section Code 47605(b) and 47605(d). MSA-Santa Ana will admit all students residing in California who wish to attend on a space-available basis as outlined in Education Code 47605(d)(2).

MSA-Santa Ana will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). Student diversity is expected to reflect the ethnic and racial balance of people residing within the territorial jurisdiction of the District. There is no district residency requirement for the student or for the student's parent or guardian.

MSA-Santa Ana 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-Santa Ana will not require any pupil to attend the charter school.

Please see Appendix E1 for enrollment forms. An open application period between September and February will be publicly announced each year. The school will include specific information in its outreach materials, on the school website, at community meetings and open forums notifying parents of the school's open application period and lottery dates as well as the District's contact information to access additional information regarding enrollment. MSA-Santa Ana 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-Santa Ana workshops or meet with a designated MSA-Santa Ana 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.

[McKinney-Vento Homeless Assistance Act](#)

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

8.1 Informing Parents about the Enrollment Lottery

MSA-Santa Ana 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 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 in Sep and ends mid-Feb, and if applicable, a lottery is held at least two weeks after the open application period ends.)

The Charter School 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 Charter School will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery.

8.2 Lottery Procedure

- Enrollment preferences in the case of a lottery will be given in the following order: Siblings of existing students¹
- Children of board members or children of employees of MSA-Santa Ana, the Magnolia Educational & Research Foundation, and the schools operated by the Foundation²
- Students being promoted from or transferring from another school that is operated by the Foundation and their siblings.³
- Students who reside within SAUSD attendance boundaries
- All other students permitted by law

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 of Directors. MSA-Santa Ana will maintain auditable records of the above activities.

MSA-Santa Ana 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 Charter 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.

¹ Existing students include those drawn in the lottery for purpose of determining siblings. During any period of PCSGP, this preference shall be considered an "exception" to the public random drawing.

² During periods of funding under the PCSGP, MSA-Santa Ana will limit this preference to no more than 10% of all enrollment and will limit it to children of faculty only.

³ During periods of funding under the PCSGP, this preference will not be utilized.

8.3 Notifications of Admission Status

Notifications of admission status will be communicated through mail and phone calls 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 Charter 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 Charter 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

Governing Law: 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. Education Code Section 47605(b)(5)(I).

9.1 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.

9.2 Financial Reports

MSA-Santa Ana guarantees to provide reports required by the SAUSD as outlined below.

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

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

Pursuant to AB 1137, MSA-Santa Ana will provide any necessary financial statements to SAUSD, the Orange County Department of Education (OCDE), and California Department of Education. Additionally, the following reports will be submitted to SAUSD, in the required format and within timelines to be specified by SAUSD each year:

- Final Budget – Spring prior to operating fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to the School's calendar
- Statistical Report – monthly according to the School's calendar of reports

In addition:

- P1 Report – first week of January

- P2 Report – first week of April
- Instructional Calendar – annually five weeks prior to first day of instruction
- Other reports as requested by the District

9.3 Internal Audit

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

9.4 Outside Auditor

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

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the District.

Financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices and will review the school's internal controls. Moreover, the audits will assure that the school funds are being handled responsibly and that its financial statements conform to the Government Auditing Standards. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of SAUSD. MSA-Santa Ana agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. MSA-Santa Ana will provide interim financial data required by the district to fulfill its obligation to the county and state. MSA-Santa Ana 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.

9.5 Further Assurances

Federal Accountability

To the extent that MSA-Santa Ana is a recipient of federal funds, including federal Title I, Part A funds, MSA-Santa Ana

has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act (NCLB) and other applicable federal grant programs. MSA-Santa Ana 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 required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB 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.

MSA-Santa Ana also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

District Oversight Costs

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

Balance Reserves

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

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

Audit and Inspection of Records

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

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

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

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

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

MSA-Santa Ana will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10: SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

The following is the suspension and expulsion policy that will be followed by MSA-Santa Ana:

This 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-Santa Ana. 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-Santa Ana's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. 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-Santa Ana administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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.

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.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom MSA-Santa Ana has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. MSA-Santa Ana will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom MSA-Santa Ana has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

10.2 Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-Santa Ana or at any other school; or (3) a MSA-Santa Ana sponsored event. A student may be suspended or expelled 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.

10.3 Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers,

administrators, other school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. 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 4 to 12, 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 4 to 12, 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 12, inclusive.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

The Charter School principal or the superintendent of schools (MPS CEO) shall recommend the expulsion of a pupil pursuant to Education Code 48915:

(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:

(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 presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which

suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

10.4 Suspension Procedure

Suspensions shall be initiated according to the following procedures:

10.4.1 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.

10.4.2 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 may 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 may request that the parent/guardian respond to such requests without delay.

10.4.3 Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, 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 or designee 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.

10.5 Authority to Expel

A student may be expelled either by the Magnolia Foundation Board following a hearing before it or by the Magnolia Foundation Board upon the recommendation of an Administrative Panel to be assigned by the Magnolia Foundation Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Magnolia Foundation Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

10.6 Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Student has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Magnolia Foundation 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-Santa Ana'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.

10.7 Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-Santa Ana 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-Santa Ana 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-Santa Ana must present evidence that the

witness' presence is both desired by the witness and will be helpful to MSA-Santa Ana. 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.

10.8 Record of Hearing

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

10.9 Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 Magnolia Foundation 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. The decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

10.10 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:

- Notice of the specific offense committed by the student
- 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-Santa Ana
- 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:

- The student's name
- The specific expellable offense committed by the student

10.11 Disciplinary Records

MSA-Santa Ana shall maintain records of all student suspensions and expulsions at MSA-Santa Ana. Such records shall be made available to the District upon request.

10.12 No Right to Appeal

The student shall have no right of appeal from expulsion from MSA-Santa Ana as the Board decision to expel shall be final.

10.13 Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

10.14 FURTHER ASSURANCES

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion. Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District's Policies. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the SAUSD.

Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

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

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability:

- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Outcome Data

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

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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 reapply to the Charter School for readmission.

Readmission

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

The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Special Education Students

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?

Gun Free Schools Act

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

ELEMENT 11: RETIREMENT PROGRAMS AND EMPLOYMENT MATTERS

Governing Law: 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. Education Code Section 47605(b)(5)(K).

11.1 Retirement

All full-time teaching employees who are eligible will participate in the State Teachers' Retirement System (STRS). All full-time non-teaching employees who are eligible will participate in the Public Employees Retirement System (PERS). MSA-Santa Ana 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. MSA-Santa Ana will submit all retirement data and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. HR Dept. at MPSCO will be responsible for ensuring that appropriate arrangements are made for retirement and other benefits.

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.

11.2 Mandatory Benefits

Mandatory contributions such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS employees) will be paid by the employer.

11.3 Health Benefits

Health, dental, vision and related benefits as part of the total compensation package for each employee will be determined as part of the individual employment agreement.

11.4 Work Schedule

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

11.5 Process for Resolving Complaints/Grievances

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to MPS'

Employee Handbook.

The following process will apply to staff members filing a complaint /grievance:

- When a problem first arises, the grievant should discuss the matter with the School principal rather than fellow employees.
- The principal will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.
- Following any necessary investigation, the principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
- If no satisfactory solution can be reached, the grievant may request to meet with the Chief Executive Officer or his/her designee and the Principal. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by either the grievant or the principal. Any decision by the Chief Executive Officer or his/her designee shall be final.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school. Education Code Section 47605(b)(5)(L).

MSA-Santa Ana is a school of choice and no students shall be required to attend.

Pupils who choose not to attend MSA-Santa Ana may choose to attend other public schools in their district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the District.

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 an local education agency as a consequence of enrollment in MSA-Santa Ana, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RIGHTS AND RESPONSIBILITIES

Governing Law: 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. Education Code Section 47605(b)(5)(M).

All school personnel will abide and commit to MSA-Santa Ana's mission and vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The school expects a high level of professionalism from its staff including self-monitoring of higher education development. All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to MSA-Santa Ana's Charter School Agreement. All school personnel will be evaluated annually. For more information, please see ELEMENT 5: EMPLOYEE QUALIFICATIONS

Job applicants for positions at MSA-Santa Ana will be considered through an open process, and if hired, will enter into an at-will agreement with the school. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be recruited individually and receive at-will agreements.. The individual agreements 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 MSA-Santa Ana.

Further assurances

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

ELEMENT 14: DISPUTE RESOLUTION, OVERSIGHT, AND RENEWAL

Governing Law: 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. Education Code Section 47605(b)(5)(N).

14.1 Disputes between MSA-SANTA ANA and SAUSD

The staff and governing board members of MSA-Santa Ana agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and MSA-Santa Ana. Any Dispute between the District and MSA-Santa Ana shall be resolved in accordance with the procedures set forth below:

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

To Charter School, c/o School Director:

Magnolia Science Academy-Santa Ana

13950 Milton Ave. Ste. 200 B

Westminster, CA 92683

To District, c/o Superintendent:

Santa Ana Unified School District

1601 East Chestnut Avenue

Santa Ana, CA 92701

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared

equally among the parties. 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 pursuing other options as provided by the law.

14.2 Internal Disputes

Except those disputes between the SAUSD and MSA-Santa Ana relating to provisions of this charter, all disputes involving MSA-Santa Ana will be resolved by Magnolia Public Schools according to its policies. Complaints to the SAUSD relating to the operation of the school and not to the terms of this charter or other issues regarding the School's and the SAUSD's relationship will be resolved as set forth below:

MSA-Santa Ana sites will adopt policies and processes for airing and resolving disputes.

14.3 RENEWAL

The requested term of the charter shall be for five years beginning with the board approval of the charter before the 2014-15 school year and ending on June 30, 2019.

MSA-Santa Ana will submit a request for renewal no later than six months prior to the end of the term. It will be MSA-Santa Ana's responsibility, at its own expense, to perform a school evaluation based on the measurable goals and terms outlined in this charter. Subsequent to the evaluation, MSA-Santa Ana and SAUSD will establish a mutually agreeable timeline to complete the renewal process.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Governing Law: 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). Education Code Section 47605(b)(5)(O).

The Foundation operating MSA-Santa Ana will be the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, the Foundation will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from the SAUSD for bargaining purposes. In accordance with the EERA, the employees of MSA-Santa Ana may organize and choose to form a collective bargaining unit under the charter school. This unit will be independent of any other bargaining unit. If the employees form such a bargaining unit, the Foundation Board will negotiate in good faith. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

ELEMENT 16: SCHOOL CLOSURE

Governing Law: 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. Education Code Section 47605(b)(5)(P).

16.1 REVOCATION

The District may revoke the Charter if MSA-Santa Ana 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-Santa Ana if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the SAUSD Board of Education will notify MSA-Santa Ana in writing of the specific violation, and give MSA-Santa Ana a reasonable opportunity to cure the violation, unless the SAUSD 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.

16.2 CLOSURE ACTION

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

16.3 CLOSURE PROCEDURES

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

Documentation of Closure Action

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

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

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

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

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

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

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

1. Information on how to transfer the student to an appropriate school

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

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

School and Student Records Retention and Transfer

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

1. The Charter School will provide the District with original cumulative files 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 at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with SAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the SAUSD. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include over-payment of apportionments, unpaid revolving fund

loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

The financial closeout audit of the Charter School will be paid for by MSA-Santa Ana. 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-Santa Ana will be the responsibility of MSA-Santa Ana and not SAUSD. MSA-Santa Ana understands and acknowledges that MSA-Santa Ana will cover the outstanding debts or liabilities of MSA-Santa Ana. Any unused monies at the time of the audit will be returned to the appropriate funding source. MSA-Santa Ana 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-Santa Ana participates, and other categorical funds will be returned to the source of funds.

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

1. The return of any donated materials and property according to any conditions set when the donations were

accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to SAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the MSA-Santa Ana Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

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

The Charter School shall provide SAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

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

ADDITIONAL REQUIREMENTS:

General Requirements

No Child Left Behind Affirmations

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

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

Amendments

Any material changes to this Magnolia Science Academy-Santa Ana Charter must be formally approved by written consent of MPS and the District, prior to implementation in accordance with Education Code Section 47607.

Financial and Budget Matters

In consideration of the services rendered by MSA-Santa Ana pursuant to this Charter, the charter school shall receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. The MSA-Santa Ana shall receive revenue payments based on student attendance (ADA) records and eligibility requirements.

MSA-Santa Ana will elect to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. The MSA-Santa Ana will apply directly for categorical funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as, Staff Development Buy-Back, Title 1, Deferred Maintenance, and the After-School Learning and Safe Neighborhood Partnership Program. MSA-Santa Ana will complete its own consolidated application.

Funds flowing thorough SAUSD will be transferred to Magnolia Science Academy-Santa Ana.

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

Depository/Accounting/Payroll

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

Fiscal Management

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

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

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

Administrative Services

Contract Development

MSA-Santa Ana and SAUSD will negotiate in good faith on annual basis in order to define financial and service relationship between the two parties. The operational independence of MSA-Santa Ana will be kept regardless of services purchased from the district. MSA-Santa Ana will always use effective business practices that will result in the best quality at the best price. Contracts for service, equipment and facility alterations/improvements will be submitted to multiple bidders. SAUSD is able to bid on all projects.

Attendance Accounting

MSA-Santa Ana will utilize an appropriate student information system for attendance tracking and reporting purposes, however, reserves the right to use the District's SIS system if necessary. Attendance accounting procedures will satisfy requirements for SAUSD, OCDE, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to SAUSD on a monthly basis.

Food Service Program

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

Transportation

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

Sponsoring District Services

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

Mandated Cost Recovery

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

Further Assurances

Insurance Requirements

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Insurance amounts will be determined by recommendation of the SAUSD and MPS' insurance company for schools of similar size, location, and student population. The SAUSD shall be named an additional insured on the general liability insurance of Charter School. It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Santa Ana Unified School District as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

Evidence of Insurance

The Charter School shall furnish to the SAUSD within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

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

Health, Safety and Emergency Plan

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

FERPA

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