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MAGNOLIA SCIENCE ACADEMY-SANTA ANA

CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2019 – JUNE 30, 2024)

SUBMITTED TO THE
SANTA ANA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AUGUST 2, 2018

by

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Alfredo Rubalcava, hereby certify that the information in this renewal petition for a California public charter school named Magnolia Science Academy-Santa Ana ("MSA-Santa Ana" or the "Charter School"); operated by Magnolia Educational & Research Foundation ("MERF"), doing business as Magnolia Public Schools ("MPS"); and located within the boundaries of the Santa Ana Unified School District ("SAUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- MPS declares that it shall be deemed the exclusive public school employer of the employees of Magnolia Science Academy-Santa Ana for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing. Except as required by Education Code section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

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

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

- The Charter School shall at all items maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

_____ _____

Alfredo Rubalcava Date
CEO & Superintendent
Magnolia Public Schools

INTERPRETATION OF TERMS

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to the Magnolia Science Academy-Santa Ana and/or Magnolia Public Schools and/or MSA-Santa Ana and/or the Charter School and/or the School, by any name or designation, shall apply with full force and effect to the Charter School itself and the nonprofit corporation, and for all purposes related to this Charter or the operations of the Charter School, both the Charter School and the corporate entity shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices thereto, without regard to what entity or name is referenced or specifically listed or identified therein and whether the Charter School and corporation are at any time or for any reason deemed or treated as separate entities.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any time that MSA-Santa Ana indicates that it will follow the requirements of a particular Section of the Education Code or other law that does not explicitly apply to charter schools, it means that MSA-Santa Ana will comply with these laws in the same manner as required for California non-charter public schools, except where otherwise specified.

ELEMENT 1: THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter 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." **(Ed. Code § 47605(b)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(b)(5)(A)(ii).)**

"If the proposed charter 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." **(Ed. Code § 47605(b)(5)(A)(iii).)**

GENERAL INFORMATION

▪ The contact person for Charter School is:	CEO & Superintendent, Alfredo Rubalcava
▪ The contact address for Charter School is:	250 E. 1st Street Suite 1500 Los Angeles, CA 90012
▪ The contact phone number for Charter School is:	(714) 479-0115
▪ The proposed address, or target community by Zip Code, of Charter School is:	2840 W 1st St., Santa Ana, CA 92703
▪ The grade configuration of Charter School is:	TK-12
▪ The number of students in the first year will be:	796
▪ The grade level(s) of the students in the first year will be:	TK-12
▪ Charter School's scheduled first day of instruction in 2019-2020 is:	August 20, 2019
▪ The enrollment capacity is: (Enrollment capacity is defined as the total number of students who are enrolled in Charter School regardless of student residency.)	895
▪ The type of instructional calendar will be:	Traditional

▪ The regular day bell schedule for Charter School will be:	8:30 am to 1:15 pm for TK-K 8:20 am to 2:35 pm for 1-5 8:00 am to 3:01 pm for 6-12
▪ The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

Magnolia Science Academy-Santa Ana ("MSA-Santa Ana" or "MSA-SA"), is a classroom-based charter school serving students in grades TK–12 with a curriculum emphasis on science, technology, engineering, arts and math ("STEAM"). MSA-Santa Ana's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Santa Ana is supplemented by tutoring, after-school programs, and school-to-university links.

MAGNOLIA PUBLIC SCHOOLS

MSA-Santa Ana is operated by Magnolia Educational & Research Foundation ("MERF"), *dba* Magnolia Public Schools ("MPS"),[1] a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as 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 STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula.[2] MPS addresses the shortage by inspiring and preparing students to choose career paths in science and technology.

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math ("STEM") based tutors for middle and high schools in Los Angeles, and later partnered with Culver City Unified School District to provide tutoring for students all around Los Angeles District. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of Los Angeles. These successful programs led MPS to establish its first charter school, Magnolia Science Academy-1, and go on to successfully replicate our educational program and philosophy at nine other charter schools throughout California. Today we have a total of five charter schools authorized by the Los Angeles Unified School District ("LAUSD"), three authorized by the Los Angeles County Office of Education ("LACOE"), one authorized by the San Diego Unified School District ("SDUSD"), and MSA-Santa Ana, which originally was authorized by the State Board of Education ("SBE"). Combined, MPS charter schools now serve almost 4,000 students in grades TK-12.

[1] For more information on Magnolia Public Schools visit www.magnoliapublicschools.org.
[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.

For the past four years, MSA-Santa Ana has had a clear STEM focus. MPS Leadership and its Board of Directors ("Board") are now committed to expanding on this success and during the 2016-17 school year, began to make the shift towards a strong STEAM focused organization. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential. As the arts are more widely embraced, we believe that authentic connections and through lines between multiple disciplines will be made visible, and strategies will emerge to support authentic integration.

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 STEAM fields.

SCHOOL HIGHLIGHTS

Relocation to New Campus and Significant Expansion
MSA-Santa Ana originally opened in 2009 in Orange County, serving grades 6-12. As of 2015-16, MSA-SA had 144 students in grades 6-12, located at a temporary facility in Costa Mesa. To fulfill our charter and promises to the students, families and community, for the 2016-17 school year the school moved to a brand-new campus at 2840 West 1st Street, Santa Ana. Funded by the Charter School Facilities Program, the new campus includes a two-story facility totaling 48,353 square feet with 34 classrooms with state-of-the-art science and computer labs, library and learning centers on a lot of 2.68 acres. Current Phase II construction (with an expected completion prior to school starting in 2018-19) covers a-6,509 square feet gym with cafeteria, shade structures and a playground. In 2017 and 2018 we purchased 310 new additional Chromebooks to ensure a 1:1 ratio and greater efficiency and technology access across the school to provide greater access to the academic program.

With the expanded facilities, MSA-SA added grades TK-5 and grew to 635 students in 2016-2017, and 736 students in TK-12 in 2017-18.

Change in the Demographics of Students Served
As a result of the relocation and expansion, MSA-SA's student demographics considerably changed as we added more than 500 new students. In 2015-16, the Charter School's 144 students were 13% English Learners (ELs) and 60% Socioeconomically Disadvantaged (SED), with 7.6% Homeless. In 2016-17 the expanded and younger student population included almost three times as many ELs (35%), 80% SED and a jump to 18% Homeless/Foster Youth. As of 2017-18, our enrollment of 736 students was:

- 86% SED
- 20% Homeless/Foster Youth (predominantly Homeless)
- 24% ELs
- 16% Students with Disabilities (SpEd; many of these students have moderate/severe disabilities)
- 87% Hispanic/Latino, 8% White, 3% Asian/Filipino/Pacific Islander and 1% African American.

The shift in demographics necessitated more support and wrap around services. For the past two years, MSA-SA and MPS have been implementing programs and providing assistance including Multi-Tiered System and Support (MTSS) to address the challenges that came with the rapid growth and expansion and specific needs of our students and their families, as detailed more fully below.

MSA-Santa Ana's recent achievements include the following highlights, detailed more extensively below:

- 100% graduation rate from 2015-17 and a 92.86% graduation rate in 2018 (13 out of 14 students) with 100% of our graduates in two of the last four years (including 2018) meeting A-G
- requirements for admission to the University of California/California State University (UC/CSU) system. This compares to SAUSD's district-wide graduation rate of 89% and A-G completion rate of 47% in 2017 (the most recent year with publicly available data).[3] Our graduates have garnered admission to "top tier" highly selective schools including UCI, UC Berkeley, UCLA and others. One of our 2018 graduating seniors received $40,000 Edison Scholarship. This scholarship was awarded to only 30 students in the country.[4]
- MSA-Santa Ana received full WASC accreditation renewal for the next six years until 2024 without any conditions.[5]
- In 2016, MSA-Santa Ana received the California Honor Roll School award.
- Our CyberPatriots team qualified for the State competition in Cyber Security. Even though this was all the team members' first time in such a competition, they qualified to be in Gold division.[6]
- 2016-2018 Our students placed with medals and plaques in the Academic Pentathlon sponsored by the Orange County Department of Education (OCDE).
- Students from various grades participated in the Academic Decathlon and placed in the competition sponsored by the Orange County Department of Education ("OCDE") in 2018.
- Throughout 2016-2018, an MSA-Santa Ana student had the opportunity to participate in the Nationals for History Bee in Atlanta, Georgia.
- Our Lego Robotics team received Team Spirit award in their 2017 competition.
- One of the programs at MSA-Santa Ana is the Congressional Award Program; students who participate and complete this program receive a medal and certificate. On a special occasion, one of our 2017 seniors was awarded the Congressional Medal Leadership Program Gold Certificate, Bronze Medal, and Silver Medal by Congressman Ed Royce; two of our seniors in 2018 were awarded Congressional Medal Leadership Program medal by Congressman Ed Royce.
- MSA-Santa Ana was awarded the California Scale-Up Multi-Tiered System of Supports Cohort 3 Grant Award.
- 2017-2018 our Community Partnership with "Official No One Left Behind" was featured on local news station, KTLA.[7]
- In recognition of the commitment to student learning in the arts the LA County Arts Commission has awarded Magnolia Public Schools a matching grant of $16,400 through the Advancement Grant program. This grant offers financial support to help school districts advance the quality, quantity and equitable distribution of arts instruction in schools. MSA-Santa Ana art teacher Sunny Jung, co-led the effort in developing the MPS arts strategic plan which was the bases for the grant request.

[3] http://dq.cde.ca.gov/dataquest/
[4] Edison Scholarship Press Release - https://newsroom.edison.com/releases/edison-international-awards-30-high-school-seniors-1-2-million-in-scholarships
[5] http://directory.acswasc.org/directory-searchdetail.php
[6] CyberPatriots media story from Univision – https://www.univision.com/los-angeles/kmex/noticias/seguridad-online/escuela-en-santa-ana-educa-a-estudiantes-sobre-la-prevencion-de-ataques-ciberneticos-video
and KPCC – https://www.scpr.org/programs/take-two/2018/01/19/61292/high-school-cybersecurity-team-cracks-code-for-com/
[7] http://ktla.com/2018/03/12/bad-behavior-good-deeds/

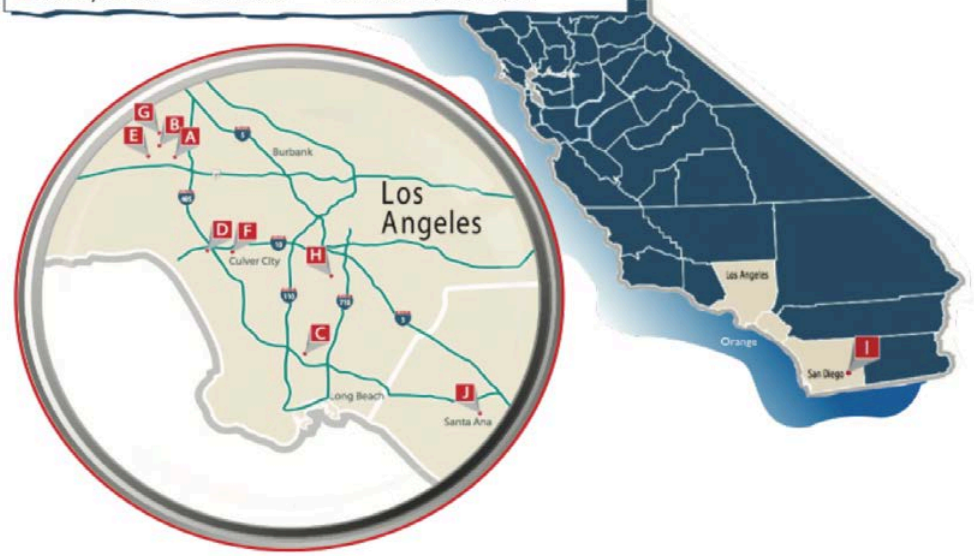
We are quite proud of these numerous accomplishments and look forward to continuing to celebrate our students' success.

CURRENT LOCATIONS AND GRADE LEVELS OF MPS SITES

MPS currently operates 10 charter schools in California. The figure below shows the current locations and grade levels of these sites.

Grade Levels and Locations of Magnolia Science Academies

NAME	GRADE LEVEL	LOCATION
Magnolia Science Academy (Academy)		
A Academy 1	6th-12th Grade	18238 Sherman Way, Reseda, CA
B Academy 2	6th-12th Grade	17125 Victory Blvd., Van Nuys, CA
C Academy 3	6th-12th Grade	1254 East Helmick St., Carson, CA
D Academy 4	6th-12th Grade	11330 West Graham Place, Los Angeles, CA
E Academy 5	6th-12th Grade	18230 Kittridge St., Reseda, CA
F Academy 6	6th-8th Grade	3754 Dunn Dr., Los Angeles, CA
G Academy 7	TK-5th Grade	18355 Roscoe Blvd., Northridge, CA
H Academy 8 Bell	6th-8th Grade	6411 Orchard Ave., Bell, CA
I Academy San Diego	6th-8th Grade	6525 Estrella Ave., San Diego, CA
J Academy Santa Ana	TK-12th Grade	2840 West 1 St., Santa Ana, CA



MSA-SANTA ANA'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

Based on its historical and current record of performance, MSA-Santa Ana has and will continue to meet the needs of the community it serves.

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

Pursuant to Education Code Section 47607(b), MSA-Santa Ana must meet at least one criterion of academic success prior to receiving a charter renewal. As detailed below, MSA-Santa Ana has fulfilled this requirement by demonstrating that the Charter School's "academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have

been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school." (Education Code Section 47606(b)(4)(A)).

"The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).)

MSA-Santa Ana is located in close proximity to the intersection of the 405 and 5 freeways in Santa Ana. MSA-Santa Ana draws enrollment from across Santa Ana, with our 736 students residing in 47 different zip codes. Not surprisingly, the majority of students live in close proximity to our campus. Based on an analysis of the students' residence addresses, the following table lists the top district schools our students would otherwise be required to attend – twenty elementary schools, nine middle schools and seven high schools:

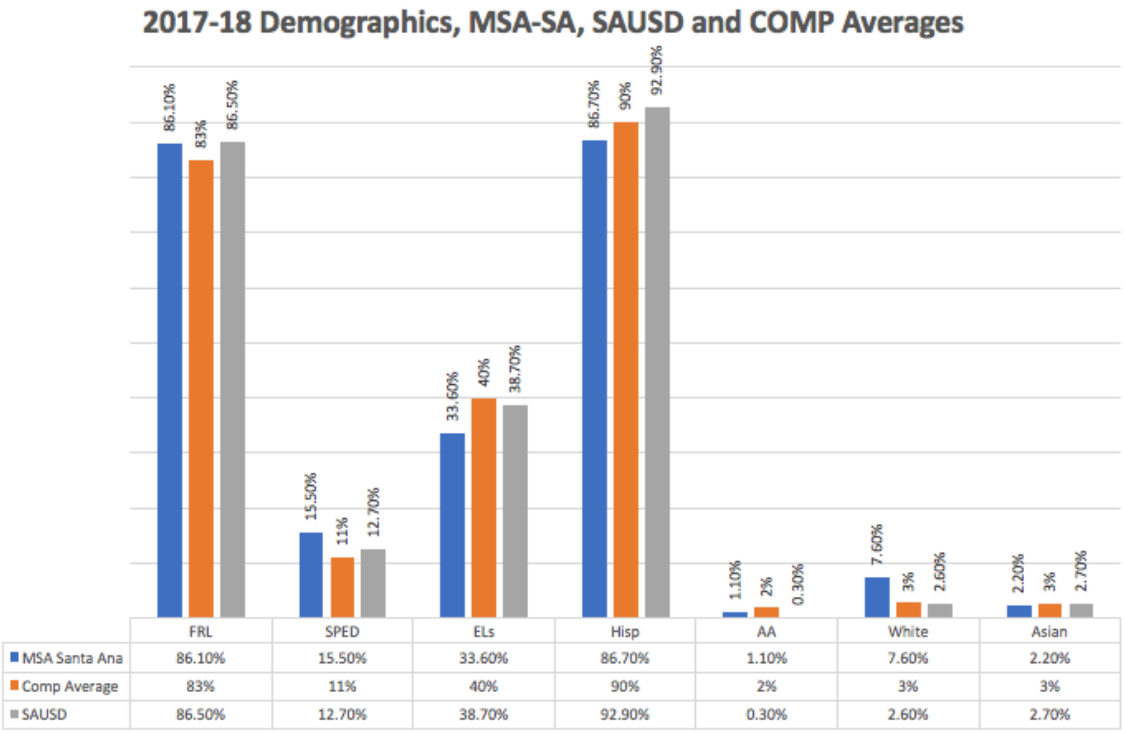
School	Grade Level	# of Student	% FRL	% SPED	% EL s	% Hisp	% AA	% White	% Asian
MSA SA - Overall	TK thru 12	736	86.1	15.5	33.6	86.7	1.1	7.6	2.2
Resident Sch - Elementary									
Jim Thorpe Elem	K thru 5	1,001	65.3	8.8	26.8	88.9	0.4	1.4	7.3
Greenvillle Fundamental Sch	K thru 5	1,052	63.5	10.1	25.3	85.9	0.2	2.3	7.8
Santiago Elem	K thru 8	1,178	67.6	12	31.3	91.3	0.4	4.3	2
Pio Pico Elem	K thru 5	542	93.4	9.2	76.4	99.3	0	0	0.6
Jefferson Elem	K thru 5	717	79.5	14.5	52.4	90.4	0.7	2.4	3.9
Diamond Elem	K thru 5	521	92.7	9.8	61.2	96.7	0.6	0.2	1.9
Wilson Elem	K thru 5	614	95.1	13.5	67.9	98.9	0	0.2	0.8
Martin R. Heninger Elem	K thru 8	1,198	94.2	13.9	57	98.7	0	0.3	0.2
Andrew Jackson Elem	K thru 5	814	91	14	65.8	93.9	0.1	1	3.9
Carl Harvey Elem	K thru 5	420	92.9	19	53.6	98.3	0.2	0.2	0.7
Heroes Elem	K thru 5	595	96	12.1	63.4	98.5	0	0.7	0.2
Jose Andres Sepulveda Elem	K thru 5	388	91.5	14.9	57.7	99	0	0	0.5
Russell Elem	K thru 6	524	95.6	9.5	74.2	96.4	0.2	0.6	2.5
Lowell Elem	K thru 5	779	92.6	14.8	74.3	99.1	0.3	0.3	0.1
Martin Luther King Jr. Elem	K thru 5	690	94.3	10.4	72.3	98.7	0.7	0.3	0.3
Manuel Esqueda Elem	K thru 8	1,158	91	10	54.3	99.1	0	0.3	0.2
Wallace R Davis Elem	K thru 5	610	97.7	12.5	73.1	99.7	0	0	0
Abraham Lincoln Elem	K thru 5	855	94.7	14.6	66.8	97.2	0.1	0.9	1.3
Monte Vista Elem	K thru 5	529	97	16.8	68.6	97.9	0.6	0.8	0.2
Fremont Elem	K thru 5	580	93.4	13.6	66	97.8	0.3	0.2	1.2
Weighted Avg - Resident Sch			90	13	59	96	0.3	1	2
MSA SA - Elementary									
Resident Sch - Middle									
OCSA*	7 thru 12	2,166	13.3	4.3	0.6	21.7	0.9	42.5	18.9
Santiago Elem	K thru 8	1,178	67.6	12	31.3	91.3	0.4	4.3	2
Santa Ana HS	9 thru 12	2,963	93	13.4	24.6	98.6	0.1	0.3	0.3
Martin R. Heninger Elem	K thru 8	1,198	94.2	13.9	57	98.7	0	0.3	0.2
Manuel Esqueda Elem	K thru 8	1,158	91	10	54.3	99.1	0	0.3	0.2
Vista Heritage Charter MS	6 thru 8	266	99.6	9.4	29.3	98.9	0	0.8	0
Willard Intermadiate Sch	6 thru 8	740	95.8	19.6	43.2	97.8	0.4	0.5	0.5
Spurgeon Intermediate Sch	6 thru 8	868	94.2	16.2	44.9	95.7	0.5	0.7	2
Theodore Roosevelt Elem	K thru 5	639	95	20.5	74.3	97.8	0	0.5	0.9
Weighted Avg - Resident Sch			82	13	38	88	0.2	3	2
MSA SA - Middle									
Resident Sch - High									
OCSA*	7 thru 12	2,166	13.3	4.3	0.6	21.7	0.9	42.5	18.9
Middle College HS	9 thru 12	348	81.6	1.1	0.6	96.3	0	1.1	2.3
Hector G Godinez	9 thru 12	2540	89	5.9	9.9	97.8	0.1	0.5	1.2
Segerstrom HS	9 thru 12	2,452	70.3	7	7.5	89.5	0.5	1.3	6.6
Valley HS	9 thru 12	2,113	91.5	11.7	30.9	96.8	0.3	0.5	1.9
Cesar E Chavez HS	9 thru 12	347	96.8	4.9	37.8	99.4	0	0.3	0
Lorin Griset Aca	9 thru 12	367	93.5	12.5	37.6	98.4	0.3	0.8	0.3
Weighted Avg - Resident Sch			75	6	15	84	0.3	5	4
MSA SA - High									

(http://dq.cde.ca.gov/dataquest/)

It is important to note that some of these schools include, or are entirely, selective schools or schools of choice within SAUSD. For example, Orange County School of the Arts (grades 7-12) has a selective admissions process that includes both academic minimums as well as an audition/portfolio review for its highly recognized arts programs. Middle College HS (9-12) similarly selects students based on academic minimum criteria. (http://echoices.SAUSD.net/).

The demographics of the schools MSA-Santa Ana students would otherwise attend (collectively, "Comps" or "Comp Schools") are similar to the MSA-SA's demographics, yet, as detailed below, MSA-Santa Ana is achieving better academic outcomes for our students than most of these schools. As a

quick snapshot, here is where MSA-Santa Ana compares to the demographics of schools our students would otherwise attend:

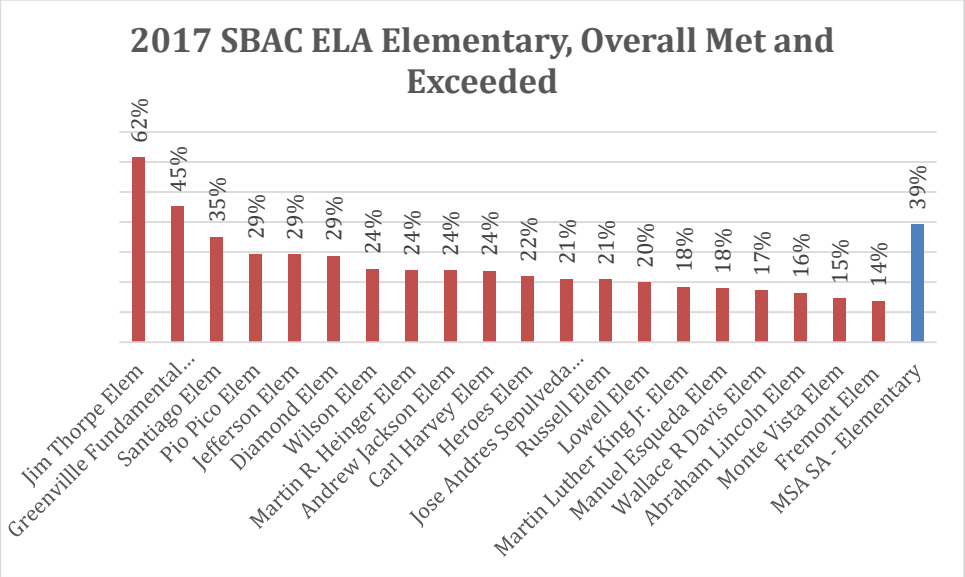


	FRL	SPED	ELs	Hisp	AA	White	Asian
MSA Santa Ana	86.10%	15.50%	33.60%	86.70%	1.10%	7.60%	2.20%
Comp Average	83%	11%	40%	90%	2%	3%	3%
SAUSD	86.50%	12.70%	38.70%	92.90%	0.30%	2.60%	2.70%

(http://dq.cde.ca.gov/dataquest/)

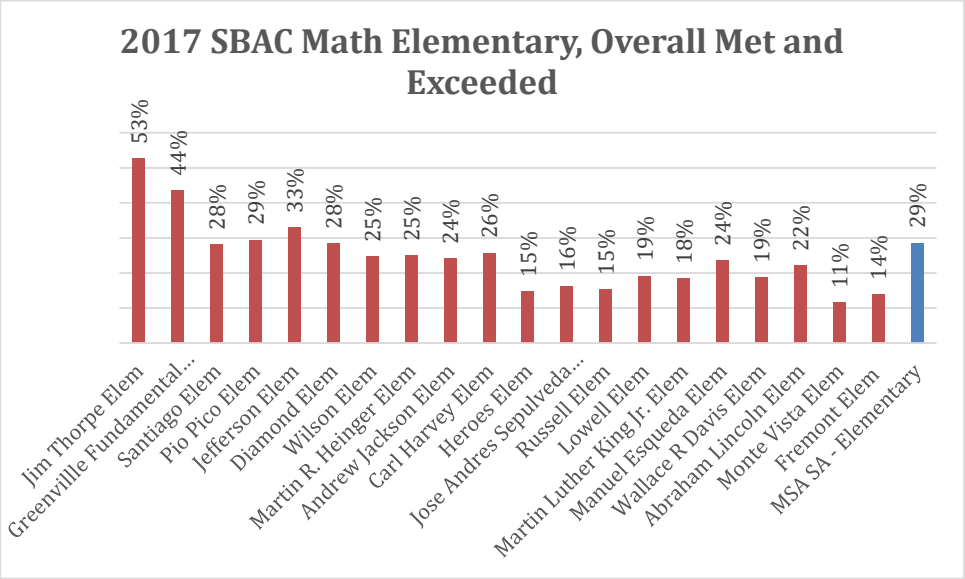
SMARTER BALANCED ASSESSMENT CONSORTIUM ("SBAC")/CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS ("CAASPP") RESULTS

On the 2017 SBAC in English Language Arts ("ELA"), MSA-Santa Ana's elementary school grade students outperformed 18 out of the 20 Comp Schools' proficiency rates, and more than doubled the rate of five of the Comps with 39% Met/Exceeded standards.



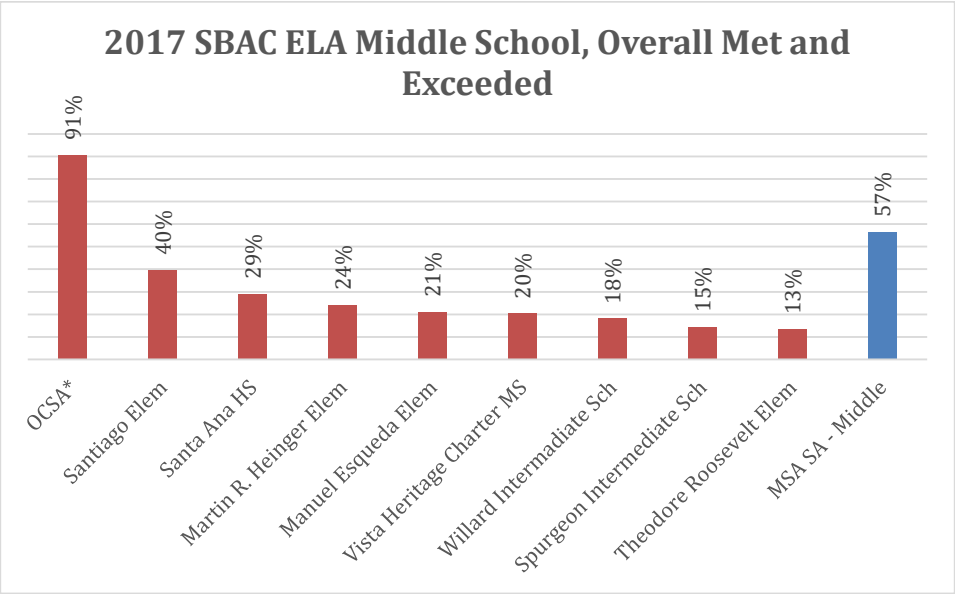
(http://dq.cde.ca.gov/dataquest/)

In Math, with 29% of our elementary students Met/Exceeded standards, MSA-Santa Ana outperformed 16 out of 20 Comp Schools, in some cases by a large margin.



(http://dq.cde.ca.gov/dataquest/)

At the middle grade levels, our students' performance is even higher, with 57% of MSA-SA's grades 6-8 students Met/Exceeded in ELA and 37% in Math; these rates are both higher than eight out of nine Comp middle schools.



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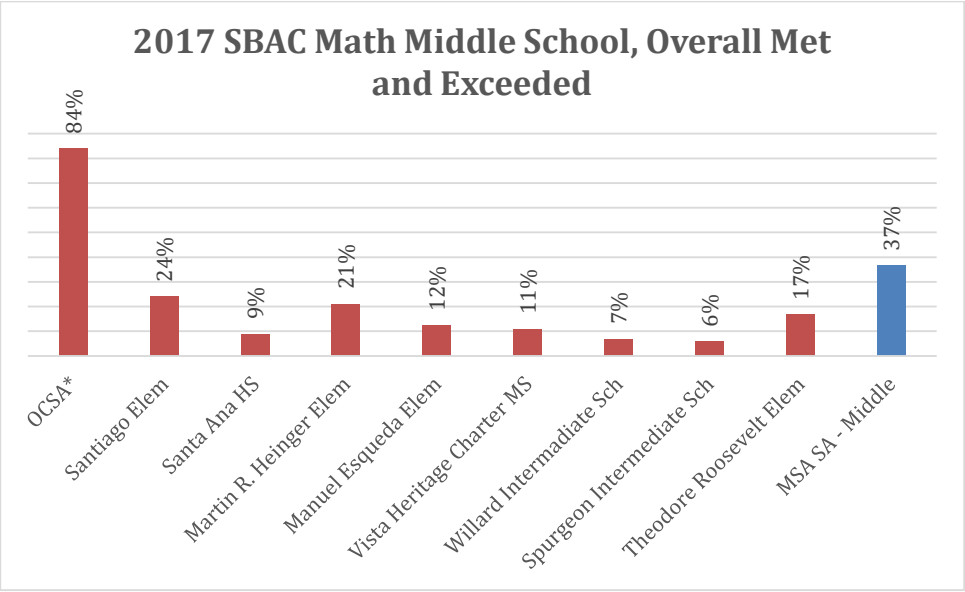
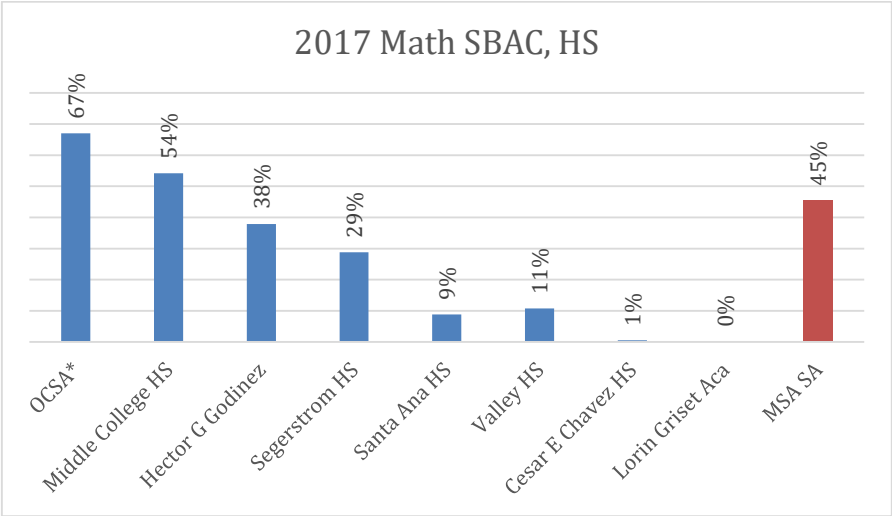


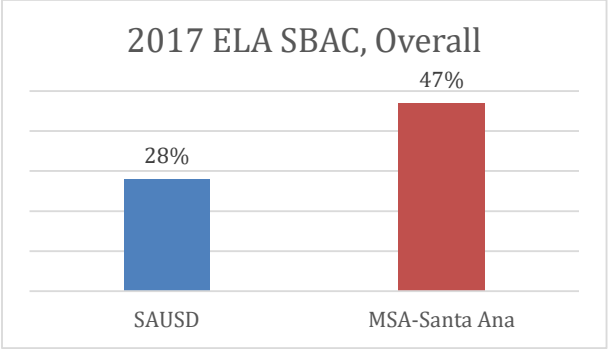
(http://dq.cde.ca.gov/dataquest/)

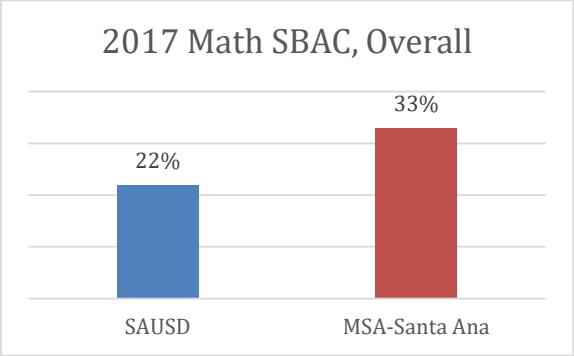
With a very small class of 11th graders in 2017 – just 11 students – we do not have published SBAC data in ELA for 2017 as only 10 students had complete test results and thus the data is not published. But in Math, our 11th graders were 45% Met/Exceeded – above all of the Comp Schools except the two with academically selective admissions.



(http://dq.cde.ca.gov/dataquest/)

Schoolwide, across students tested in grades 3-8 and 11, MSA-Santa Ana students dramatically outperformed SAUSD averages, with 47% Met/Exceeded in ELA (compared to 28% for SAUSD) and 33% Met/Exceeded in Math (compared to 22% for SAUSD).

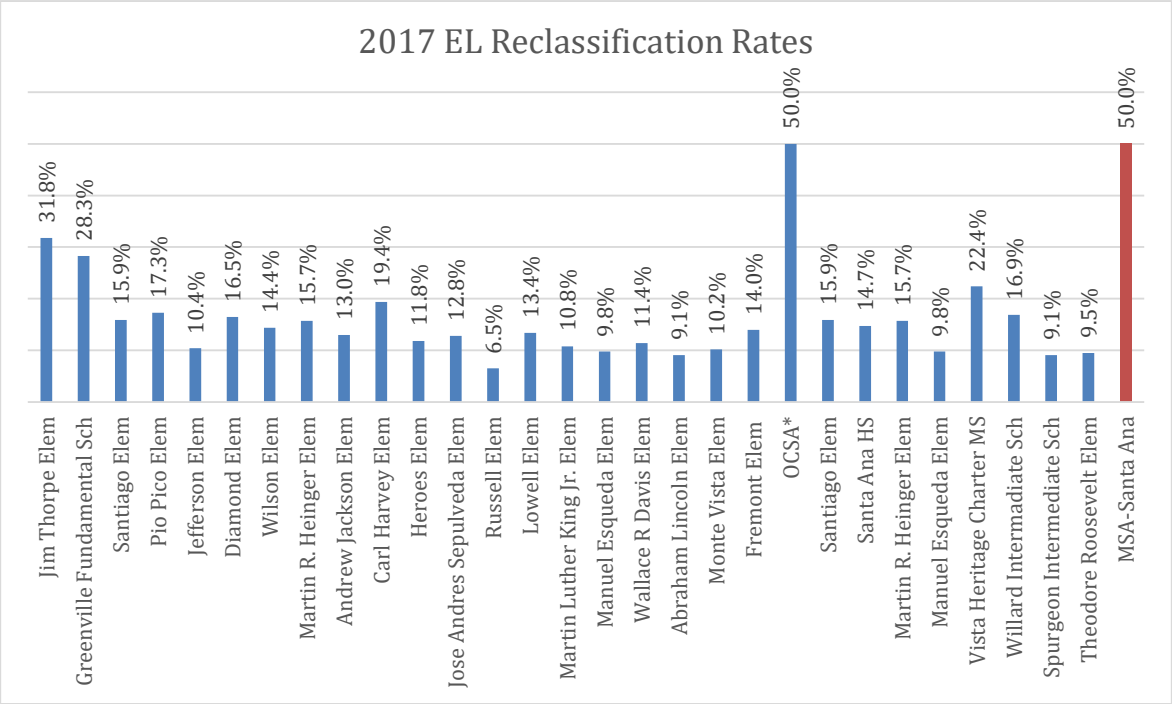




(http://dq.cde.ca.gov/dataquest/)

English Learner Re-Classification Rates

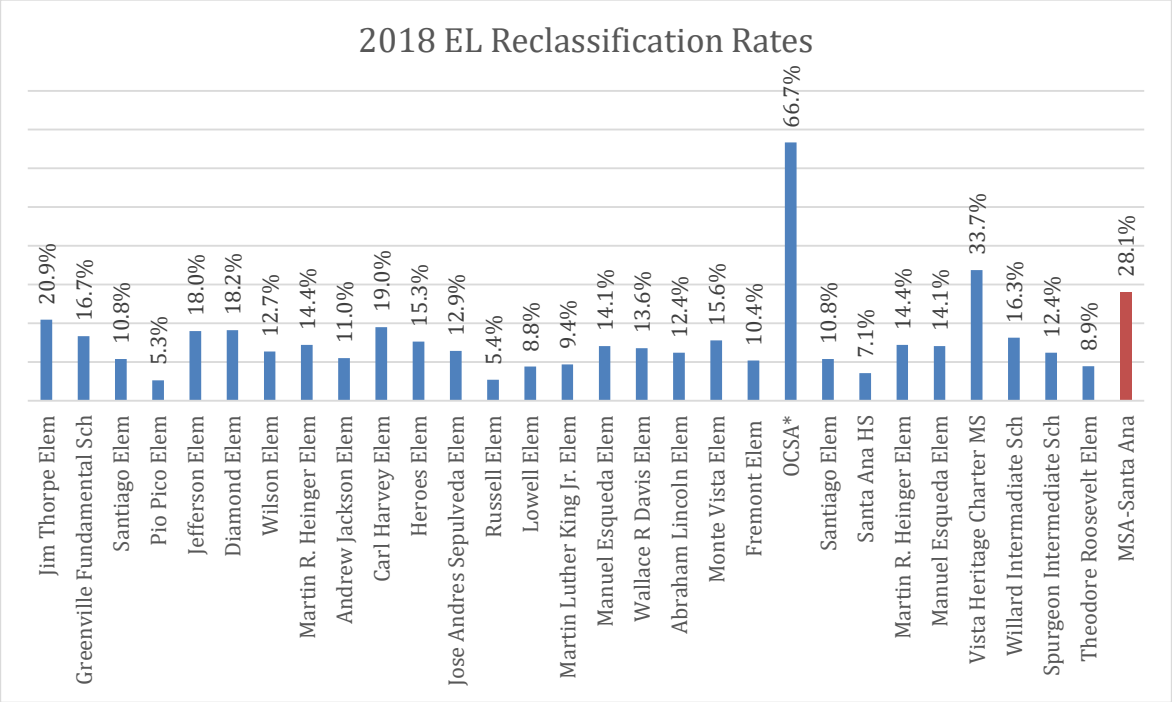
While MSA-Santa Ana has a particularly large EL population (33.6%), the Charter School focuses heavily on re-classification of English Learners, including support for Long Term English Learners ("LTELs") (see below for a detailed discussion of the English Learner program). In 2016-2017, even though most of our ELs were in their first year at our school, MSA-Santa Ana reclassified *50% of ELs*, higher or equivalent to all of the comparison schools.



(http://dq.cde.ca.gov/dataquest/)

*OCSA is a selective-admission school that includes academic minimums for entry, along with audition/portfolio review.

In 2017-2018, MSA-Santa Ana reclassified 28.10% of our ELs, again, well above typical reclassification rates at most of the Comps.



(http://dq.cde.ca.gov/dataquest/)

*OCSA is a selective-admission school that includes academic minimums for entry, along with audition/portfolio review.

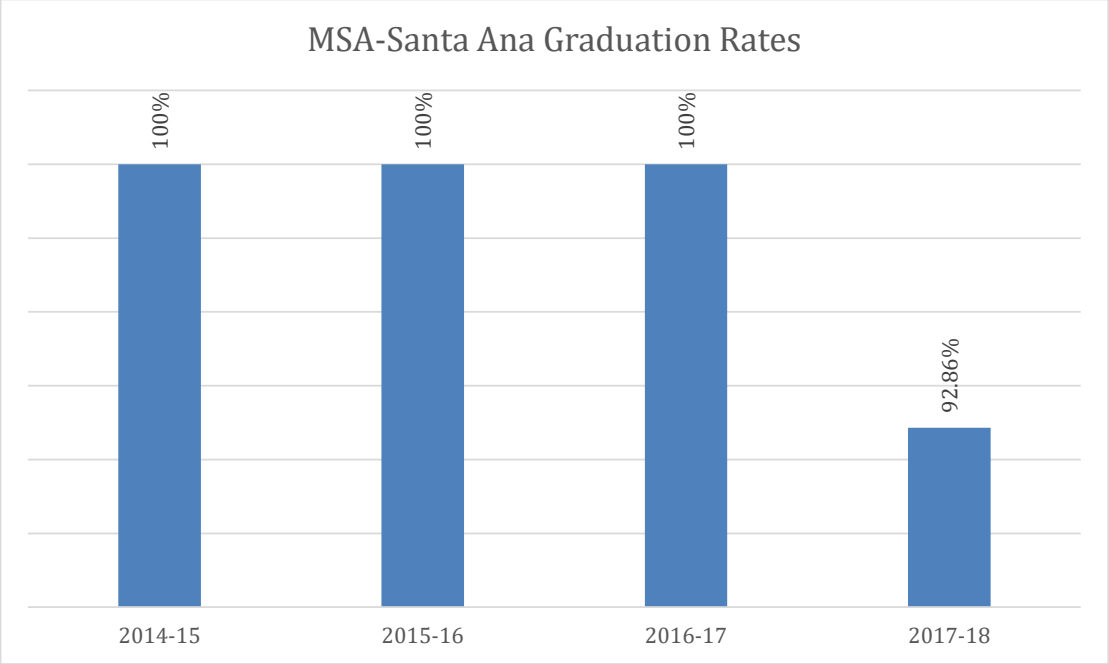
We attribute these significant reclassification rates to a renewed focus on ELs across all of our MPS schools that coincided with the enrollment expansion at MSA-SA. MPS now has a network-wide EL Coordinator that provides coaching and professional development for teachers that helps support their students' academic achievement and development of English proficiency. We have also assigned a site-level EL Coordinator at MSA-Santa Ana to help monitor the progress of our ELs, collaborate with faculty, and facilitate interventions and action plans for struggling EL students.

Additionally, we have introduced a new ELD/ELA curriculum (McGraw Hill's StudySync for secondary grades and Wonders for elementary grades) with designated and integrated ELD components that are aligned with the CA ELD standards and framework. Lastly, for reclassification (as detailed further in the section below on English Learners), we use the four criteria required by law. For the basic skills assessment requirement however, students have multiple opportunities to demonstrate their proficiency through either the NWEA MAP assessment, or the SBAC. This has enabled more students to demonstrate English proficiency and for the school to reclassify more EL students.

Graduation and A-G Completion Rates

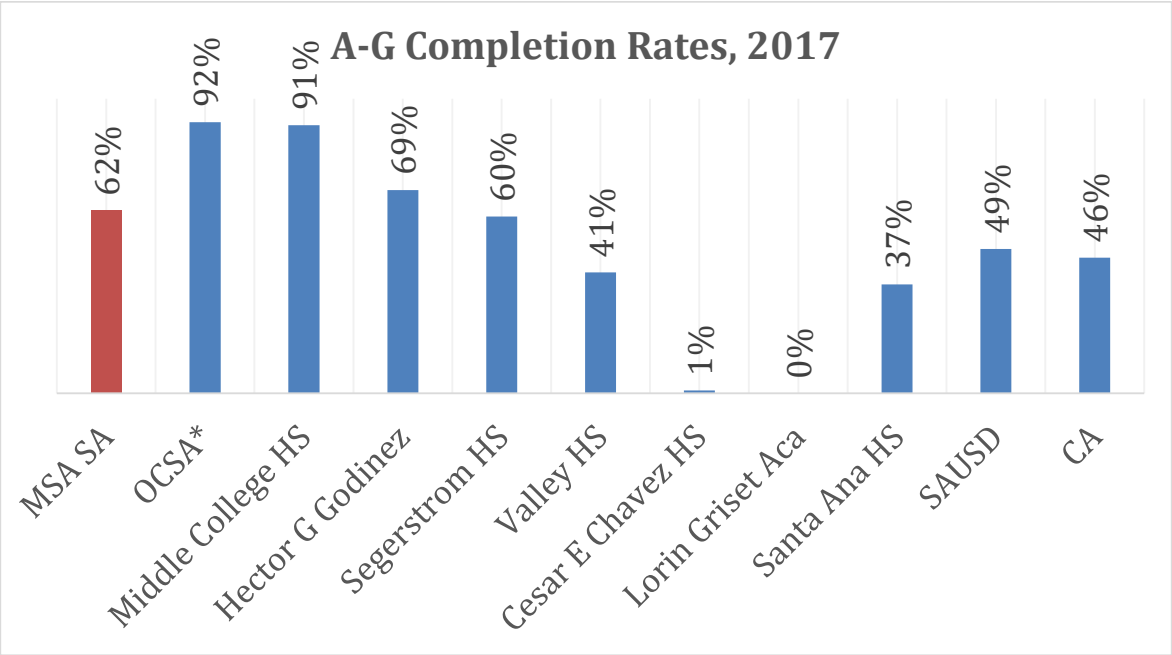
To date, MSA-Santa Ana has had very small graduating classes, yet a strong track record of graduating students who meet UC/CSU A-G requirements:

- 2014-15: 4 students (100% graduation, 100% A-G)
- 2015-16: 12 students (100% graduation, 11/12 -- 92% A-G)
- 2016-17: 13 students (100% graduation, 8/13 – 62% A-G)
- 2017-18: 13 out of 14 students (92.86% graduation, 13/13 – 100% of graduates A-G)



(Internal Student Information System)

While SAUSD's graduation rates district-wide have been impressive (94.2% in 2017, the most recent year with publicly available data), even though MSA-Santa Ana's A-G completion rates dipped to 62% -- eight of our 13 graduating students – that rate still outpaced the District and State averages and most of the Comp Schools, in some cases rather significantly. Notably, with the Class of 2018, A-G completion rates were back up to 100% with all 13 of our graduates meeting A-G requirements:

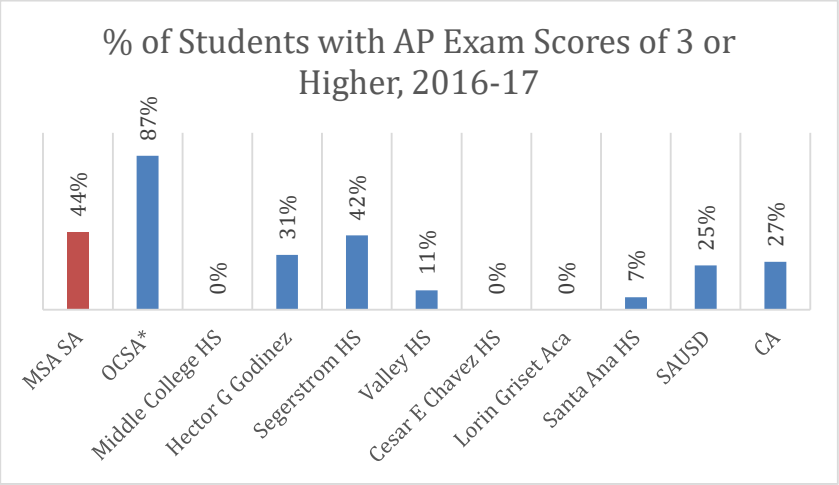


(http://dq.cde.ca.gov/dataquest/)

*OCSA is a selective-admission school that includes academic minimums for entry, along with audition/portfolio review; Middle College HS similarly has minimum academic criteria for admission.

Notably, this translates directly into college admissions: 43% of MSA-Santa Ana's 2018 graduates were admitted to four-year colleges and universities, and another 50% were admitted to two-year programs. Our graduates have received acceptances to "top tier" schools ranked in the top 50 in the nation, including Chapman University, UC Davis, UC Berkeley and UC Irvine.

AP Participation and Passing Rates

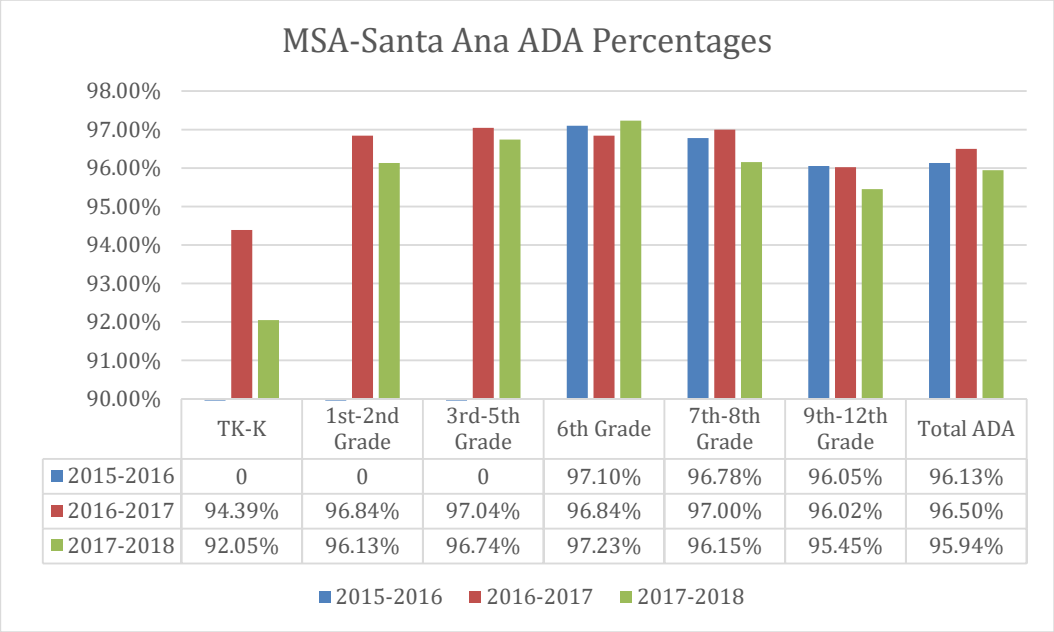


(http://dq.cde.ca.gov/dataquest/)

Of further note, 26% of our 10th-12th graders in 2017 (the most recent year with publicly available data), took at least one AP exam, with 44% of these exams earning a "3" or better score, outpacing all but one of the Comp Schools (and that school, OCSA, has academically selective admissions). While a higher percentage of students across SAUSD (36.5%) took an AP exam in 2017, districtwide only 25% of students scored a passing "3" or higher on an AP exam.

Student Attendance Rate and Chronic Absenteeism

MSA-Santa Ana's student attendance rates have been consistent and strong over the charter term. The average daily attendance ("ADA") was 95.94% in 2017-18, which is above the targeted rate of 95%.



	TK-K	1st-2nd Grade	3rd-5th Grade	6th Grade	7th-8th Grade	9th-12th Grade	Total ADA
2015-2016	0	0	0	97.10%	96.78%	96.05%	96.13%
2016-2017	94.39%	96.84%	97.04%	96.84%	97.00%	96.02%	96.50%
2017-2018	92.05%	96.13%	96.74%	97.23%	96.15%	95.45%	95.94%

(Current Student Information System)

Unfortunately, especially with the significant growth in enrollment, chronic absenteeism has been higher than we'd like, growing from 6.10% (2015-16) to 5.81% (2016-17) and 8.26% (2017-18). In an effort to further reduce chronic absenteeism, MSA-Santa Ana offers incentives and awards for individuals and groups with outstanding attendance. Also, attendance is a topic covered in various courses such as Life Skills and Advisory where students discuss the importance of the positive and negative effects of absences, and how each person is a valuable member of the Magnolia community. Furthermore, if and when a student has a high number of absences, the parents/guardians are contacted by the Main Office, Teachers, and/or Administration through phone calls, letters, and/or Home Visits.

Suspension/Expulsion Rate

Thanks to our restorative justice program, MSA-Santa Ana's student suspension and expulsion rates have consistently been quite low: MSA-Santa Ana has had **zero suspensions in two of the last three years and just one expulsion in the past three years**.

Year			
Suspension number	0	0	6
Suspension rate	0.0%	0.0%	0.90%
Expulsion number	0	0	1
Expulsion rate	0%	0%	0.14%

(http://dq.cde.ca.gov/dataquest/)

This is well below SAUSD and state rates:

Rate	Santa Ana Unified School District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.50%	3.00%	3.10%	3.80%	3.70%	3.60%
Expulsions	0.06%	0.05%	0.05%	0.09%	0.09%	0.09%

(http://dq.cde.ca.gov/dataquest/)

Parent Involvement
MSA-Santa Ana has a strong home-school connection. In 2017-18, MSA-Santa Ana administrators and teachers conducted 99 home visits (about 15% of the student population) to talk with students and their families about the Charter School, the student's goals and progress, and family concerns. Many of the students visited were seniors or students who were struggling. We are striving to increase this program moving forward. Often, home visits reveal new ways of teaching and learning or opportunities that the school can offer to a student in order for him/her to thrive more.

California Department of Education Charter School Division Annual Oversight Report
Our most recent annual Site Visit Report from the CDE Charter Schools Division (CSD), our current authorizer, issued March 27, 2018, is positive. The report noted that "Based on interviews conducted with school leadership and staff, and through classroom observations, the CDE reviewed the information gathered and has determined that MSA−SA is in compliance with the MSA−SA charter petition, and the Memorandum of Understanding between the California State Board of Education and MSA−SA."[8]

As detailed below, MPS has made significant steps in the past four years to address concerns that were raised by the state and another of our authorizers (the Los Angeles Unified School District (LAUSD)) regarding our operations and finances, fully implementing all recommendations made by the State Auditor satisfactorily. Notably, MSA-SA has financially weathered a period of rapid expansion from 144 to 736 students over two years, from seven grades served to 13 grades served. The MPS Board-adopted budget for the Charter School shows a net income of $188,700 for fiscal year 2018-19 and positive financial growth in the years to come. (See _ for detailed budgets and financials.)

California Charter Schools Association Accountability Framework
Finally, our application for charter renewal is supported by the California Charter Schools Association (CCSA), which has developed an accountability framework based on publicly available academic indicators. Like the Dashboard Reports published by the California Department of Education (CDE),

[8] CDE CSD Annual Oversite Visit Report, March 27, 2018.

CCSA utilizes "Distance from Level 3" (DF3) as a status measure for academic progress, "which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. Each students' score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score meets or exceeds Level 3." [9] CCSA ranks the DF3 score given to every eligible public school in the state[10] from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools' average results on the California Assessment of Student Performance and Progress (CAASPP). Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100).

CCSA's accountability framework aligns with the old Academic Performance Index (API) decile rankings detailed in California Education Code §47607, and is consistent with the Education Code in prioritizing "pupil academic achievement for all groups of pupils served by the charter school *as the most important factor*" in the determination whether to renew a charter school. CCSA's accountability tool also relies on California Education Code §52066 (detailing Local Control Accountability Plans and the state's eight priorities) in determining what to classify as an indicator of academic achievement. Conversely, the CDE's Dashboard reports do not prioritize or weight academic achievement more heavily than non-academic indicators, thus the Dashboard's application to charter renewals is rather limited under the law.

The CCSA accountability framework includes four basic measures:

- **Percentile:** DF3 must be above the 5th percentile in two of the last three years.
- **State Rank (Academic Status):** DF3 decile rank of four or higher in two of the past three years. Academic Status is the school's DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of four or higher in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school's tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past three years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school's average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

OR, For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum A-G course requirements of the University of California/California State University system with a "C" or better in two of the past three years.

According to CCSA's Accountability Framework, MSA-Santa Ana not only meets <u>all</u> criteria for renewal according to CCSA, but **<u>has a Similar Schools Rank of 8/10</u>**:

[9] https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp

[10] Dashboard Alternative School Status (DASS) schools – formerly referred to as Alternative Schools Accountability Model (ASAM) schools are not included, nor are schools that are less than four years old or schools with fewer than 30 CAASPP test-takers.

Success of The Innovative Features of the Educational Program

MSA-Santa Ana distinguishes itself from other schools by cultivating a fearless pursuit of excellence through a rigorous, high quality STEAM education for all students. We incorporate an extraordinary support program that includes home visits, extended learning time, and parent and community engagement. At MSA-Santa Ana we believe that after-school hours are an extension of the day. MSA-Santa Ana recognizes that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. We, therefore, work with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically. We offer tutoring and clubs designed to support daytime instruction. Additionally, there is targeted intervention during and after-school. Beyond the Monday through Friday programming, starting in 2016-17 we now offer Saturday programs that include academic tutoring, enrichment and parent workshops. We also provide summer school opportunities around enrichment, AP Prep, remediation and recovery. A referral network for TK-2 grade students called Help ME Grow, provides classes for students and families dealing with behavioral issues, parenting strategies, and conflict resolution. MSA-Santa Ana partners with Western Youth Services where students and families can access social emotional support at little to no cost.

MSA-Santa Ana has partnered with Imagine Etiquette and Image Consulting, an organization that offers empowerment courses for male and female students. This partnership also serves to provide our students with the opportunity for students to learn the fundamentals of politeness, civility, communication, and leadership.

MSA-Santa Ana also partners with Official No One Left Behind, a non-profit organization that serves the families in Orange County by offering food and other essentials necessary. With this program, we have students that participate at multiple weekend food drives that are all hosted at the school site.

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

As detailed throughout this charter petition, MSA-Santa Ana is providing a college preparatory educational program across grades TK-12, emphasizing STEAM in a safe environment that cultivates respect for self and others. Strong evidence via test scores, graduation and A-G completion rates, survey data and more demonstrate the success of MSA-Santa Ana's rigorous program and efforts to create the next generation of STEAM leaders. MSA-Santa Ana students are outperforming their peers at the neighborhood schools they would otherwise attend. MSA-Santa Ana's college going culture ensures students will graduate prepared to thrive in college.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Financial and Operational Challenges
After experiencing some disputes with LAUSD -- stemming from fiscal challenges that arose in 2014 – MPS has turned the tide both financially and in our relationship with LAUSD. In the fall of 2017, LAUSD re-authorized Magnolia Science Academy-4 (MSA-4) for a five-year term, indicating the District's renewed confidence in MPS. In 2014, Magnolia Public Schools had encountered some significant challenges, including a dispute with LAUSD over the non-renewal/revocation (later reversed) of two of our schools (Magnolia Science Academies 6 and 7), leading to a Settlement Agreement between LAUSD and MPS ("Settlement Agreement"). As described by the State's Auditor:

> In recent years the academies and the Foundation have been the subject of scrutiny by the Los Angeles Unified School District (LAUSD)—the authorizing entity for eight of the 11 academies. In June 2014 LAUSD rescinded its conditional approval of two academies' charter petitions. We found that LAUSD may have acted prematurely as its decision was based on a summary of draft findings that did not provide key context about the financial situations of those academies and it did not provide sufficient time for the Foundation to respond to its criticisms. To ensure its academies remained open, the Foundation took legal action against LAUSD. In March 2015 a settlement agreement between the two parties resolved this litigation and resulted in the renewal of the academies' charters.

Elaine M. Howle, CPA, California State Auditor, *Magnolia Science Academies, Report 2014-135R,* May 2015 (www.auditor.ca.gov).

The Settlement Agreement with LAUSD imposed specific criteria for MPS to meet over a defined timeline relating to governance and operations matters. ***MPS (MERF) has satisfied all of these criteria,*** including, among other things:

- MERF modified the governance structure to include staggered Board terms and the addition of five new Board members (two more than required); the Board now has nine members instead of four;
- Made significant leadership changes with the addition of:
    - **a new Chief Executive Officer/Superintendent ("CEO"):** Dr. Caprice Young joined MPS in 2014 to help navigate the organizational challenges. Dr. Young has an extensive history leading school systems, philanthropic, business, governmental and community-based organizations engaged in transformational work. From 1999-2003 she served on the Board of LAUSD. She earned her doctorate in education from UCLA, her M.P.A. from

USC and her B.A. from Yale University. During her four years at MPS she strengthened our internal organizational procedures and external relationships. Her leadership also generated our partnerships with the Wallis Performing Arts Center, the Los Angeles County Arts Collective, Mount Wilson Observatory Foundation and The Carnegie Institution for Science: The Observatories. When she decided to step down as CEO and Superintendent of Magnolia Public Schools at the end of the 2017-18 school year, the Board conducted a thorough search for a highly qualified new leader. Effective July 1, 2018, former Magnolia Chief External Officer Alfredo Rubalcava has returned to the organization as the new CEO/Superintendent. Mr. Rubalcava was one of Magnolia's founding teachers and has held various positions within the organization such as teacher, athletic director, dean of students, principal, Chief External Officer and now CEO.

  - a **new Chief Financial Officer ("CFO"):** Our CFO has more than 30 years of experience in accounting and finance, including 20 years in California public school systems and government fund accounting. She has significant experience and familiarity with the California school account structures, coding and system software and programs.
  - **a new Chief Operating Officer ("COO"):** Our COO started his career as a K-12 Math teacher. He taught math for 11 years, then he became a dean of students, and then founding principal of a new charter school in Phoenix, Arizona. He later joined Magnolia as Principal of Magnolia Science Academy #2, then moved to the Regional Director Position for MPS within LA County. He is now the COO and the Regional Director for LA County Schools. Our COO holds a Bachelor Degree in Economics and Masters in Educational Leadership.
- Ceased hiring new employees utilizing H1B visas;
- Changed several outside contractors including terminating a contract with ACCORD, effective June 30, 2015 and changing auditing firms to Vavrinek, Trine, Day & Company, a highly respected and experienced firm on the state-approved list of charter school auditors;

Additional changes, above and beyond those required by the Settlement Agreement with LAUSD include:

- **a new Chief Academic Officer ("CAO"):** Our CAO is an accomplished and forward-thinking educator with 18+ years of leadership in developing and implementing leading-edge programs and services that align with mission and vision of educational institutions. He has an outstanding record of improving processes by adapting and applying aspects of STEAM Education in school systems, through comprehensive research, strategic evaluation and effective presentations of best practices in curricula, programs, tools and technologies. Our CAO has pioneered establishment of state-of-the-art online learning programs and professional development portals for academic advancement, combined with directing formative assessment and performance-based programs. He has served in top school level administrative positions in Nevada and California for over a decade.
- **a new Chief Accountability Officer:** MPS elevated our focus on compliance and accountability organization-wide through the creation of a new executive level position. Our Chief Accountability Officer ensures MPS schools have high quality accountability plans, that the MPS schools implement the programs described in their charter petitions and comply with all applicable law and regulations. Our Chief Accountability Officer earned his M.S. in engineering from UCI and M.A. in school leadership from CSUDH. With teaching and administrative experience at MPS, our Chief Accountability Officer strives to ensure MPS implements best practices aligned with our vision, mission, and core values.

CA State Audit Requirements

In addition to the Settlement Agreement, the State Auditor conducted a comprehensive and detailed review of MPS operations and finances ("State Audit") in 2014. The State Audit resulted in 12 specific conditions for MPS to meet, issued May 2015, largely related to internal controls and management of fiscal operations. As detailed below, ***MPS has "fully implemented" all of the recommendations of the State Audit as required:***

Report 2014-135R Recommendations

When an audit is completed and a report is issued, auditees must provide the State Auditor with information regarding their progress in implementing recommendations from our reports at three intervals from the release of the report: 60 days, six months, and one year. Additionally, Senate Bill 1452 (Chapter 452, Statutes of 2006), requires auditees who have not implemented recommendations after one year, to report to us and to the Legislature why they have not implemented them or to state when they intend to implement them. Below, is a listing of each recommendation the State Auditor made in the report referenced and a link to the most recent response from the auditee addressing their progress in implementing the recommendation and the State Auditor's assessment of auditee's response based on our review of the supporting documentation.

Recommendations in Report 2014-135R: Magnolia Science Academies: Although the Financial Condition of These Charter Schools Has Improved, Their Financial Controls Still Need to Be Strengthened (Release Date: May 2015)

Filter Recommendations to Status: Fully Implemented Filter Recommendations

Recommendations to Santa Ana Unified School District		
Number	**Recommendation**	**Status**
1	Consistent with their charter petition terms, the Foundation should ensure that each academy maintains the minimum required cash reserve.	Fully Implemented
2	To ensure the CMO fees it charges to its academies are accurate, the Foundation should develop procedures to ensure that CMO fees are accurately calculated and recorded, including performing regular reconciliations of the CMO fees recorded in the Foundation's and academies' general ledgers.	Fully Implemented
3	To ensure that the academies' spending aligns with their budgets, the Foundation should create and retain standardized reports with a sufficient level of detail to allow its staff and the academy principals to compare the academies' spending to their budgets.	Fully Implemented
4	To reduce the risk of misappropriation, the Foundation should ensure that it appropriately authorizes all of its expenditures and the academies' expenditures. It should also ensure that it includes sufficient supporting documentation for each expense, including documenting the purpose of each transaction.	Fully Implemented
5	To strengthen its controls over purchases that principals make at the academies, the Foundation should update its accounting manual to require academy principals to obtain written authorization before processing purchases on their debit cards that are higher than established thresholds. The Foundation should also revise its accounting manual to prohibit the use of debit cards for travel except in the case of a documented emergency.	Fully Implemented

Recommendations to Santa Ana Unified School District		
Number	**Recommendation**	**Status**
6	To ensure that it can locate documentation supporting its expenditures and the academies' expenditures, the Foundation should develop a stronger document filing system that links all supporting documentation for expenditures to its authorization and justification included in the CoolSIS or equivalent system by using a unique identifier such as a purchase order number.	Fully Implemented
7	To strengthen its contracting process, the Foundation should define who has authority to sign vendor agreements.	Fully Implemented
8	To increase transparency and reduce the risk of misuse of funds, the Foundation should update its policies and procedures regarding vendor selection to require that it maintain independence in its relationships with vendors.	Fully Implemented
9	To ensure that it provides proper oversight over its process for hiring employees who are not citizens of the United States and that it meets all legal requirements for the employees it sponsors, the Foundation should enhance its human resources policies and procedures and implement a centralized system to track and maintain sponsored employees' files and publicly available documentation. Moreover, the Foundation should use the centralized system to ensure that proper notification is sent to Homeland Security for any material changes to sponsored employees' employment. The Foundation should also review all of its past and present noncitizen employees' files and notify Homeland Security of any material changes that it has not previously reported.	Fully Implemented
10	To hold its management accountable for meeting their responsibilities related to the payroll process, the Foundation should continue to implement its new desk procedures of requiring review and documentation of that review at each stage in the payroll process.	Fully Implemented
11	To safeguard the funds that the academies raise, the Foundation should ensure that academy staff follow the fundraising procedures in its accounting manual, especially with regards to timeliness of bank deposits and sign-offs on cash-count forms. The Foundation should also annually train its staff to ensure compliance with fundraising procedures.	Fully Implemented
12	To ensure their compliance with state and federal laws, the Foundation should continue to develop procedures for the academies to follow when they report truancy data to Education. The Foundation's procedures should include a process for the academies to document their calculations.	Fully Implemented
13	To improve communication between the inspector general and the division, SAUSD should develop procedures for discussing relevant findings in draft form and for determining how those findings should affect the decisions that the division or the board makes.	Fully Implemented
14	To improve its process for considering whether to rescind a charter school's conditionally renewed petition, SAUSD should develop procedures to provide charter schools with a reasonable amount of time for an appropriate response or to potentially remedy concerns.	Fully Implemented

Source: https://www.auditor.ca.gov/reports/recommendations/2014-135R

Since the audit, MPS has also taken steps to strengthen financial controls and implemented all of the State Auditor's recommendations, including:

- The Board-approved budget is closely monitored on a daily basis by MPS Financial Analysts and adheres to all recommendations made by FCMAT.
- MPS has been using a variety of systems to handle financial transactions, all designed to ensure appropriate financial controls and transparency. In July 2015, MPS contracted with EdTec, a preeminent back-office services provider to more than 300 charter schools, to provide primary financial support and reporting requirements. They maintained the general ledger through NetSuite software, including budget and actuals and also prepared interim financial reporting and compiles bank reconciliations. Payroll records were submitted to EdTec every pay period and loaded into NetSuite. Cash disbursements, and the related approvals, were maintained in CoolSIS, a third-party software that is independent from both PayCom and NetSuite. Checks were cut by EdTec using downloads from CoolSIS, MPS' previous purchasing software.
- As of July 1, 2018, MPS migrated to a new back office provider, Delta Managed Solutions (DMS). DMS was selected after a rigorous proposal and review process by a committee composed of the CEO, CFO, COO and two Senior Financial Analysts, based on the following criteria: (1) Cost; (2) Accounting/Procurement System Software; (3) Staff Training; (4) Ability to Self-Serve; (5) Check and Balance; (6) Audit Compliance/Zero Audit Findings; and (7) Need for Coolsis. As a result, DMS proved to be the best back office provider moving forward. Now all of the previous tasks noted in the bullet point above will be handled by our new provider, DMS and new tracking system, Escape.
- NetSuite, Paycom and Escape all have been enhanced and customized for MPS since the implementation date to better serve our specific needs.
- In addition, we are adding AssetWorks as a new automated system to monitor and track all our assets and technology equipment.

MPS will continue to ensure all facets of our operations, governance and programs are both strong and compliant.

Increasing Academic Achievement

We, like every school in the State, are focused on improving student outcomes in all academic areas. In order to raise achievement of students across all grades, we have taken several significant steps, including:

- Increasing student access to digital curriculum with one-on-one devices in classrooms
- Implementing the Illuminate Data and Assessment system for formative and summative assessments
- Implementing three-times per year Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") benchmark assessments
- Investing in a new math coach to further support our teachers and students
- Focusing on needs based and LCAP focused professional development programs
- Offering Saturday School as a targeted intervention program
- Expanding after-school tutoring opportunities
- Doubling time on task with Power Math/English classes

Going forward, we are placing a priority on providing targeted professional development, implementing McGraw Hill's Study Sync curriculum and Integrated Math Program with fidelity and monitoring and supporting the growth of all student groups, with a particular focus on increased outcomes for Special Education and EL students. MPS has partnered with the UCLA's Curtis Center to provide our math teachers with best practices for engaging students in sense making, critical thinking and mathematical

modeling. Teachers also will receive tools from the Center's work writing performance tasks for the SBAC/CAASPP. Additionally, MPS supports teacher innovation and contribution through our Teacher Symposiums, which are held twice a year.

For our elementary teachers, we have weekly grade level sessions with the Dean of Academics to address the growth and areas of need for third through fifth grade. In addition to support in ELA and Math interventions, we use the Count Down to SBAC as well as the Strategic Intervention curriculum through McGraw-Hill to further support the needs of our targeted intervention grouping. In teaching math, we introduce standards with a Hook, Activity Before Concept (tapping into prior knowledge), I Do, We Do, You Do model introducing the key concept, followed with Active Practice Activity, and ending with an exit ticket to show understand and or mastery of the standard. We are confident these efforts will increase proficiency levels on state assessments as well as AP exams.

Facilities
Our new facility has resolved an ongoing challenge that many charter schools across the state face in securing appropriate, cost-effective long-term facilities solutions to meet their school and community needs. Our new state-of-the art facility has enabled us to expand significantly and provides an appealing, welcoming learning environment for our diverse students across the full TK-12 grade span. With the addition of the gymnasium this fall, the school will have an appropriate open space for multiple functionalities including another multi-purpose room. With this new space, we look forward to continuing to create an innovative and creative space for our scholars to continue learning.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

MSA-Santa Ana serves students in grades TK-12, and mainly draws enrollment from Santa Ana, CA and neighboring communities. According to 2010 U.S. Census data, zip code 92703, where our new facility is located, is with a demographic breakdown of 79% Hispanic, 14% Asian; 5% White and 1% African American.[11] The median yearly household income is $50,692, with 29% of families living below the federal poverty line in the past 12 months.[12] **In 2018, the federal poverty line for a family of four is just $25,100.[13]** Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Orange County with two working adults needs to earn $82,510 annually to be self-sustaining (not needing public assistance).[14] This equates to $19.83/hour per adult; the federal poverty line rate equates to just $5.00/hour. In other words, as many as 71% of families in this zip code are living in poverty based on the economic realities of the area. Notably, 51.5% of local adult residents did not complete high school and only 7% have a Bachelor's degree. Finally, 87% of the local population speaks a language other than English at home (predominantly Spanish).[15]

[11] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
[12] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
[13] https://aspe.hhs.gov/poverty-guidelines
[14] http://livingwage.mit.edu/counties/06037; the calculator uses "a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.
[15] https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Educational Interests, Backgrounds, and Challenges

Current research indicates that English Learners, students with disabilities, and socioeconomically disadvantaged students are the most rapidly growing student groups in California, specifically in charter schools, yet are among the lowest in educational attainment (Gandara, 2013). One in five children or adolescents in the U.S. are of Hispanic origin and are intensifying their impact on educational and work settings (Pino, Martinez-Ramos, & Smith, 2012). Minority students from low socioeconomic status ("SES") backgrounds and first-generation American students are the least likely to be prepared for, enroll, and persist past their first year in a university (Garcia, 2010).

While Title I federal legislation and increased monetary support has allowed significant student groups to improve their academic proficiency, ELs, students with disabilities, and low-income students continue to lag behind other major student groups, more specifically Caucasian and Asian Americans (Romo & Salas, 2003).

The disconnect between these student groups' academic achievement, size of population, and disproportionate under-representation in higher education can be attributed to a variety of factors including lack of parental involvement, not understanding the educational system and its requirements, school barriers, and racial perceptions (Conchas, 2001, 2006; Conchas & Goyette, 2001; Fry, 2002; MacDonald, 2004).

The charter school movement evolved as an effort to counter consistently failing schools; to create a marketplace within the school system where parents could choose where their children could attend school (Knaak& Knaak, 2013). In particular, charter schools developed to implement innovative teaching strategies in an environment free of some of the bureaucracy found in larger school districts (National Alliance for Public Charter Schools, n.d.). As lack of access to a quality education and preparedness to college continues to be a pervasive issue, a growing number of educational leaders has begun to develop theme-based charter schools and alternative approaches to educating students.

For seventeen years, Magnolia Public Schools have provided a STEM, and now STEAM, focused education to address the needs of underrepresented communities. As of 2018, we have graduated over 700 students. At MPS, ALL STUDENTS have access to high quality and effective STEAM-based Common Core State Standards ("CCSS") and Next Generation Science Standards ("NGSS") aligned instruction, along with engaging elective and enrichment programs that support their learning and development.

ENROLLMENT PLAN

The following shows the anticipated enrollment per grade for the next charter term, with class sizes ranging from 20-30 students on average:

	Projected Grade-level Enrollment at MSA-Santa Ana					
	Baseline 2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	60	60	60	60	60	60
2	60	78	78	78	78	78
4	60	60	60	78	78	78
6	60	60	60	60	60	78
8	74	60	60	60	60	60
10	38	60	60	60	60	60
12	40	37	38	60	60	60

GOALS AND PHILOSOPHY

MISSION AND VISION

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

MPS' vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes ("SLOs"), and all school activities:

Excellence
Academic excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project- based learning using a constructivist approach, student portfolios, assessments of and for learning and academic

discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation
Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection
School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, instructional field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

STUDENT LEARNING OUTCOMES

The Student Learning Outcomes (SLOs) are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-Santa Ana. Our schoolwide SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, Character Counts curriculum, as well as, our Home Visit policy and daily culture at the Charter School.

MSA-Santa Ana graduates will be:	
SCHOLARS who:	▪ Think critically. ▪ Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning). ▪ 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 can compromise.
INDEPENDENT SCHOLARS who:	▪ Exhibit the ability to integrate technology as an effective tool in their daily lives. ▪ Use technology effectively to access, organize, research and present information.

MSA-Santa Ana graduates will be:	
	▪ 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. ▪ Are self-directed. ▪ Meaningfully engage in learning activities. ▪ Make informed decisions on their learning pathways. ▪ Know their readiness levels, interests, and backgrounds. ▪ Understand their own learning styles and intelligence preferences. ▪ Reflect on their learning. ▪ Accept and integrate feedback. ▪ Adapt to change.
COMMUNITY FOCUSED 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. ▪ Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. ▪ Develop their ability to affect change in the world. ▪ Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness. ▪ Understand that outreach is a responsibility. ▪ Realize that agitation is a mechanism to activism.

AN EDUCATED PERSON IN THE 21ST CENTURY

The world in which we live and learn has a unique set of advantages and challenges. The goal of MSA-Santa Ana is to prepare students to adeptly utilize those advantages and confront these challenges with tenacity and courage. We believe that all students have social capital and can re-imagine their futures by utilizing their highest potential. We believe that engaging underrepresented communities through STEAM education will transform our society and prepare our scholars to lead in the 21st century not only as career seekers but also as career creators.

President Obama's Council of Advisors on Science and Technology (2010) describes the importance of middle and high school education in STEM/STEAM as follows:

> *The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population. These have always been the Nation's most important assets. As the world becomes increasingly technological, the value of these national assets will be determined in no small measure by the effectiveness of science, technology, engineering, and mathematics (STEM) education in the United States. STEM education will determine*

> *whether the United States will remain a leader among nations and whether we will be able to solve immense challenges in such areas as energy, health, environmental protection, and national security. It will help produce the capable and flexible workforce needed to compete in a global marketplace. It will ensure our society continues to make fundamental discoveries and to advance our understanding of ourselves, our planet, and the universe. It will generate the scientists, technologists, engineers, and mathematicians who will create the new ideas, new products, and entirely new industries of the 21st century. It will provide the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world.*

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. (PCAST, 2010)

All MPS schools prepare 21st century scholars to adapt to new platforms and technology through personalized learning and exposure to real world task and interactions across all grade levels such as: project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing, local and national academic and STEAM competitions, internships, mentoring, STEAM clubs, college and career instructional field trips. Building upon students' knowledge in math, science, history and literature through real world applications and experiences fosters a love of learning. Supporting life-long learning through collaboration, digital literacy, academic discourse, argumentative writing and individualized scheduling models prepares students for 21st century demands.

MSA-Santa Ana graduates also develop the social and emotional skills needed to compete in a global society. MSA-Santa Ana graduates have a growth mind-set, are resilient, reflective, and demonstrate grit, self-respect and good character. These skills are crucial to not only attending and completing college but also for graduates being able to develop and contribute their original ideas in a work place environment.

HOW LEARNING BEST OCCURS

MSA-Santa Ana firmly believes that ALL students are brilliant and are capable of growing academically and emotionally. It is our responsibility as educators to provide scholars with the tools and contexts they need to accomplish their goals. We also recognize that all students bring a unique set of skills and talents to the school community. Our goals for our scholars are to ensure that they are academically achieving, technologically fearless, creatively empowered, and socially and civically engaged.

Research and experience show us that learning best occurs when students are engaged and actively involved in the learning experience, have multiple opportunities to make interpersonal connections with the world, and relate their experiences to what they are learning in school. At MSA-Santa Ana, we strive to effectively facilitate student learning. Because individual needs are intrinsically motivating, we begin the process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication. This helps guide educators in developing their curriculum so that it is personalized and aligned to meet students at their affect level. Furthermore, MPS carefully collects and disaggregates data in order to consistently monitor and measure student growth, as well as provide immediate feedback to improve learning. We use this data to further tailor our program to meet the individual needs of our scholars.

MSA-Santa Ana's rigorous standards-based educational program uses inquiry and project-based activities to help students acquire core academic knowledge, problem-solving skills, and critical thinking skills. We have designed our curriculum to be relevant to our student demographic, while allowing scholars to explore and connect to the world. Additionally, we believe that student output must have depth and value, in order to foster a sense of pride and accomplishment.

We start at the primary level with engaging our younger students in project-based learning, centers, and other active practice activities. For our youngest students, the MSA-Santa Ana elementary program prepares students for success in middle and high school by providing an inquiry based hands-on instructional approach to not only teach young students to "learn to learn" but also prepares them for success in the pursuit of future STEAM careers and interests in upper grades. Inquiry-based learning in lower grades includes 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.

Many elementary schools, especially those who serve low socioeconomic students and a high proportion of minority students, erroneously assume that in order to bring students up to grade level proficiency in ELA and Math, 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-Santa Ana 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.

We see that elementary school students value science – and learning across different subjects -- 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)."

At all grade levels, we improve students' academic skills, especially of those who are performing below grade level, by providing comprehensive tutoring/ intervention programs. We empower students to become self-motivated, competent, and lifelong learners. We create a supportive and caring

environment involving all stakeholders and through community partnerships, and strong student-parent-teacher communication.

The educators on our team are the foundation of authentic and equitable learning. MSA-Santa Ana teachers understand that students learn best when they have multiple opportunities to work collaboratively in teams. To develop conceptual understanding in constructivist settings, MSA-Santa Ana teachers assume the role of facilitators of meaningful learning experiences rather than transmitters of knowledge. Students build on their existing knowledge as guided experiences to help them discover and develop the underlying ideas and concepts. This process not only deepens the students' knowledge, it also sparks and stimulates their curiosity and passion for learning.

In addition to our educators, as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The involvement of all stakeholders helps to develop a school's culture, and its identity as a family and a community. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school.

The focus on life skills is an important element of the MSA-Santa Ana model that enhances our scholars' learning experience. Our life skills courses are supplemental and designed to empower students with critical study and organizational skills, as well as important social skills. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

In order to cultivate responsible members of society, students need to be fully engaged with their community. MSA-Santa Ana students are continuously and actively involved in various community outreach endeavors. The MSA-Santa Ana model incorporates "real life" projects that are aligned with the curriculum, and provide students with opportunities to work within their home community. This will help students move from adolescence and school to adulthood and society.

In addition to the curricular design, MSA-Santa Ana also offers an exciting after-school program that offers academic assistance to students, as well as providing a safe place for academic and social and emotional enrichment beyond the school day. This program will promote a love of learning and accelerate a positive feeling about the school experience, as well as, nurture a sense of family in our scholars.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

MSA-Santa Ana will pursue the following school-wide and student group outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, student group and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d),

including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, MSA-Santa Ana's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions MSA-Santa Ana anticipates at this point in time.

LCFF STATE PRIORITIES	
All students will pursue academic excellence and be college/career ready.	Related State Priorities: ☒ 1 ☒ 4 ☐ 7 ☒ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). Teachers will be provided with instructional guidance and feedback through classroom visits.
- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with professional development ("PD") focused on ELD standards. Our EL coordinator will monitor EL students' progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE for designated and integrated ELD) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress toward targets.
- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.

Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Metric/Method for Measuring: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #2: Students will have sufficient access to standards-aligned instructional materials.

Metric/Method for Measuring: Percentage of students who will have sufficient access to standards-aligned instructional materials

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #3: Items on facility inspection checklists will be in compliance/good standing.

Metric/Method for Measuring: Percentage of items on facility inspection checklists in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	90%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #4: Charter School will provide implementation of state standards for all students.

Metric/Method for Measuring: Percentage of state standards implementation for all students

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #5: All student groups will meet or exceed their proficiency targets on the CAASPP-ELA/Literacy assessments.

Metric/Method for Measuring: Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	47%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
English Learners	3%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year

Socioecon. Disadv./Low Income Students	44%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Students with Disabilities	7%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Homeless Students	50%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
Latino Students	43%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year
White Students	74%	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year	3 percentage points up from prior year

Outcome #6: All student groups will show growth on the CASSPP-ELA/Literacy assessments.

Metric/Method for Measuring: Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	20 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
English Learners	46.2 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Socioecon. Disadv./Low Income Students	29 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Students with Disabilities	102.5 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
Homeless Students	51 points below level 3	3 points up from	3 points up from	3 points up from	3 points up from	3 points up from the prior year

		the prior year	the prior year	the prior year	the prior year	
Latino Students	30.7 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year
White Students	52.2 points below level 3	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year	3 points up from the prior year

Outcome #7: All student groups will meet their growth targets on the Reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	33%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
English Learners	15%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Socioecon. Disadv./Low Income Students	29%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Students with Disabilities	8%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Latino Students	20%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
White Students	61%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #8: All student groups will meet or exceed their proficiency targets on the CASSPP-Mathematics assessments.

Metric/Method for Measuring: Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	33%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
English Learners	5%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Socioecon. Disadv./Low Income Students	30%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Students with Disabilities	7%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Homeless Students	50%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Latino Students	28%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
White Students	74%	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Outcome #9: All student groups will show growth on the CASSPP-Mathematics assessments.

Metric/Method for Measuring: Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	41.3 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
English Learners	59.9 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Socioecon. Disadv./Low Income Students	47.7 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Students with Disabilities	124.2 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Homeless Students	30.9 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
Latino Students	50.3 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year
White Students	31.1 points below level 3	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year	3 points up from prior year

Outcome #10: All student groups will meet their growth targets on the Mathematics section of our internal, common-core aligned MAP assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	31%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
English Learners	17%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Socioecon. Disadv./Low Income Students	26%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Students with Disabilities	7%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Latino Students	22%	2 percentage	2 percentage	2 percentage	2 percentag	2 percentage

		points up from the prior year	points up from the prior year	points up from the prior year	e points up from the prior year	points up from the prior year
White Students	55%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #11: EL students will make annual progress in learning English as measured by the ELPAC.

Metric/Method for Measuring: Percentage of EL students making annual progress in learning English as measured by the ELPAC

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
English Learners	73.5%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Outcome #12: EL students will be reclassified annually.

Metric/Method for Measuring: Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
English Learners	22%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #13: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.

Metric/Method for Measuring: Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	45%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #14: Graduating seniors will have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments

Metric/Method for Measuring: Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	60%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #15: Graduating seniors will have passed an AP exam with a score of 3 or higher.

Metric/Method for Measuring: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Graduating Seniors	20.5%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #16: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.

Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Graduating Seniors	90%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Outcome #17: Students in grades 9-11 will participate in the PSAT test.

Metric/Method for Measuring: Percentage of students in grades 9-11 who will participate in the PSAT test

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Grades 9-11)	100%	100%	100%	100%	100%	100%

Outcome #18: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.

Metric/Method for Measuring: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Grades 9-11)	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

GOAL #2

All students will become independent, innovative scholars.

Related State Priorities:
☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlines in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.
- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Metric/Method for Measuring: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.

Metric/Method for Measuring: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.

Metric/Method for Measuring: Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	10%	10%	10%	10%	10%	10%

Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Metric/Method for Measuring: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	100%	100%	100%	100%	100%	100%

Outcome #5: Students will create or demonstrate a STEAM focused project, experiment, model, or demo.

Metric/Method for Measuring: Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	90%	>90%	>90%	>90%	>90%	>90%

GOAL #3

All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- Charter School will seek parent input in making decisions for the school through quarterly School Site Council ("SSC"), English Language Advisory Committee ("ELAC"), and Parent Task Force ("PTF") meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
- Charter School will annually administer school experience surveys to students, parents, and staff.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will hold quarterly SSC meetings.

Metric/Method for Measuring: Number of SSC meetings per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	6	≥4	≥4	≥4	≥4	≥4

Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.

Metric/Method for Measuring: Number of ELAC meetings per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
English Learners	4	≥4	≥4	≥4	≥4	≥4

Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings.

Metric/Method for Measuring: Number of PTF meetings per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	8	≥4	≥4	≥4	≥4	≥4

Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.

Metric/Method for Measuring: Number of activities/events for parent involvement per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide and all subgroups)	8	≥5	≥5	≥5	≥5	≥5

Outcome #5: Teachers will update SIS records daily/weekly.

Metric/Method for Measuring: Frequency of SIS record updates

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly

Outcome #6: Charter School will send a minimum of 4 progress reports to parents.

Metric/Method for Measuring: Number of progress reports sent to parents per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	4	4	4	4	4	4

Outcome #7: Charter School's students will be home-visited by the teachers.

Metric/Method for Measuring: Percentage of students who have been home-visited by the teachers per year

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	15%	≥20%	≥20%	≥20%	≥20%	≥20%

Outcome #8: Charter School will maintain a high ADA.

Metric/Method for Measuring: ADA rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	96%	≥97%	≥97%	≥97%	≥97%	≥97%

Outcome #9: Charter School will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	7.3%	≤6%	≤6%	≤6%	≤6%	≤6%

Outcome #10: Charter School will maintain a low middle school dropout rate.

Metric/Method for Measuring: Middle school dropout rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #11: Charter School will maintain a low high school dropout rate.

Metric/Method for Measuring: High school dropout rate

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #12: Charter School will maintain a high four-year cohort graduation rate.

Metric/Method for Measuring: Four-year cohort graduation rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #13: Charter School will maintain a low student suspension rate.

Metric/Method for Measuring: Student suspension rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	2.3%	≤1%	≤1%	≤1%	≤1%	≤1%

Outcome #14: Charter School will maintain a low student expulsion rate.

Metric/Method for Measuring: Student expulsion rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #15: Charter School will maintain high participation rates in the school experience surveys of students, parents, and staff.

Metric/Method for Measuring: School experience survey participation rates

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	Students: 88.5%	≥90%	≥90%	≥90%	≥90%	≥90%
	Parents: 70.5%	≥80%	≥80%	≥80%	≥80%	≥80%
	Staff: 91.4%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #15: Charter School will maintain high approval rates in the school experience surveys of students, parents, and staff.

Metric/Method for Measuring: School experience survey average approval rates

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
All Students (Schoolwide)	Students: 61%	≥70%	≥70%	≥70%	≥70%	≥70%
	Parents: 88%	≥80%	≥80%	≥80%	≥80%	≥80%
	Staff: 64%	≥80%	≥80%	≥80%	≥80%	≥80%

In addition to the above goals and metrics, MSA-Santa Ana will also include the following:

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in ELA as

measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher.

2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The MSA-Santa Ana program will prepare students for success through elementary, middle and high school, as well as post-secondary school and meaningful careers, by providing a rigorous CA 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 STEAM careers and interests in upper grades.

In addition to the Student Learning Outcomes detailed above, MSA-Santa Ana expects that at least 80% of students who have been enrolled at the Charter School for at least one full academic-year will develop at least *four* of the following *six* lifelong learning and interpersonal skills prior to graduation:

Representative measurable outcomes and assessment tools for lifelong learning and interpersonal skills

Skills	Learning Objectives	Assessment Tools
Leadership, Collaboration and Cooperation	▪ Incorporate personal management skills on a daily basis. ▪ Effective participation in group decision-making processes. ▪ Work cooperatively with others and be a team player in achieving group goals. ▪ Be able to assume leadership in group tasks.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers’ comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or exhibits including group assignments.
Self-assessment and Reflection	▪ Describe, analyze and prioritize personal skills and interests that they want to develop. ▪ Describe and effectively use the personal qualities they possess that make them successful members of their school and community. ▪ Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development.	▪ End of semester teacher evaluations of student behaviors. ▪ Teachers’ comments entered into the Student Information System, Illuminate or equivalent ▪ 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.

Skills	Learning Objectives	Assessment Tools
Goal Setting	▪ Set positive academic and non-academic goals. ▪ Apply goal-setting skills to promote academic success. ▪ Set post-secondary goals with action steps, timeframes, and evaluation criteria. ▪ Identify the skills and credentials required for a particular profession and prepare accordingly.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Critical Thinking and Problem Solving	▪ Implement stop, think, and act strategies in solving daily life problems. ▪ Generate alternative solutions to problems and predict possible outcomes. ▪ Apply the steps of systematic decision-making in school and life.	▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Self-discipline	▪ Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. ▪ Explore career opportunities based on their identified interests and strengths. ▪ Show self-esteem based on accurate assessment of self.	▪ 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
Citizenship	▪ Personal honesty and integrity. ▪ Courage to express their views. ▪ Love, respect and loyalty to the United States of America. ▪ Understanding and tolerance towards other societies in the world. ▪ Participate in multicultural and cross-cultural activities.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, Illuminate or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work, peer competitions

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

As noted above, instructional design is based on three pillars: **Academic Excellence**, **Innovation**, and **Connection**.

We believe in the analysis of learning needs and the systematic development and personalization of learning experiences. STEAM is the platform by which we enhance instruction, increase intrinsic motivation, and make learning relevant through real life connections. MSA-Santa Ana aims to utilize the latest and most innovative tools to maximize personalization and customization for a superior academic program that is tailored for a student's individual needs by which a passion for learning is created that will be sustainable for life.

Academic Excellence (Scientific Thinkers)		
▪ STEAM Focus ▪ Learning Approaches (Experiential, Constructivist Social Learning, Inquiry and Project-Based Learning)	▪ Data-driven Instruction to Ensure College Readiness ▪ Periodic Benchmark Tests ▪ After-school Tutoring ▪ After-school Interventions TK-5th ▪ College Mentorship Program ▪ College Tracking Program	▪ Community Service and Volunteerism ▪ World Languages ▪ International Visits, Trips, Speakers ▪ Home Visits ▪ Field Trips STEAM focused for TK-12 ▪ Students achieve self-actualization

▪ Effectively Integrating Technology into Teaching and Learning ▪ Public Display of Excellence ▪ Life-long Learning	▪ Portfolio Module with Learning Targets ▪ AP Courses ▪ Honors ▪ Individualized scheduling ▪ GATE Testing in grades 3, 6, and 9th grades.	▪ Business and Industry Partnerships ▪ Higher Education Collaboration ▪ Internships/externships ▪ Dual enrollment with local colleges for our 10, 11, and 12th graders

Instructional Design Components: Excellence (Scientific Thinkers)

STEAM Focus

A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. **Science** learning across all grades 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 experiments they choose and create based on their interests. Science instruction employs technology in laboratory explorations and experimentation. **Technology** is a key component to our instructional delivery model. Each classroom is equipped with laptops (1:1 student to computer ratio) to enable effective blended learning strategies. Computer simulations assist in expanding the number of lab opportunities in all grade levels. A Computer Science Program fuels tech skills development, including programming and sequencing. At the elementary level digital citizenship is introduced and embedded in our curriculum. Students can access class work, homework, and projects for all subjects through our McGraw-Hill curriculum. All courses incorporate **Engineering** design process at all grades as part of the NGSS emphasis. With CA Science Framework and NGSS integration, MSA-Santa Ana all students learn about **Engineering Design**, technology, and applications of science as part of their core learning.

Science is introduced as early as TK. Teachers use Inspire Science through McGraw-Hill as well as Mystery Science to further enrich our inquisitive and investigative thinkers. Computer courses are offered at all levels and skills are further developed in after school enrichments. Students take AP Computer courses at the High School level starting with all ninth graders taking AP Computer Science. At the elementary level for technology students use BrainPOP, Prodigy, myON, Mystery Science, Kids YouTube, Khan Academy, Xtra math, as additional supplements. Furthermore, **Engineering** is also embedded in electives offered such as robotics, architecture and design as well as after school clubs at the elementary level. Other enrichments are myON, Prodigy, Khan Academy, xtra math, Mystery Science, Project Lead the Way, BrainPOP, Coding/Gaming, Raspberry Pi, Read, Write, and Type, and McGraw-Hill which has extensions for students on level, below level, and above level extension activities. All of these are used with fidelity during school and after school. **Arts** instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts, music, drama and improvisation, and dance. Elementary teachers incorporate the arts across the curriculum so that our students again exposure to all mediums of creativity, self-expression, and disciplines. Students are assessed for their current knowledge and skill level in **Math** and placed in the most appropriate class (see below). Our elementary students have four blocks with Math and ELA in lower grades and are chunked for 90 minutes daily each in the mornings and 30-60 minutes of Science, ELD, and Social studies in the afternoons.

Effectively Integrating Technology into Teaching and Learning

At MSA-Santa Ana, every teacher has access to dedicated computers in their own classrooms along with wireless network access to prepare teaching activities such as class documentary movies, presentations,

and more, as well facilitating student use of technology in their learning. Students across all grades at MSA-Santa Ana develop their ability to use technology as a tool for learning, research, observation, and communication. The school has a one-to-one ratio and uses digital curriculum and assessments as an integral part of learning. "Blended"/online learning includes such as Fuel Education/Odysseyware, Discovery Education, BrainPOP, Renaissance Learning, Khan Academy. In addition to our McGraw-Hill curriculum the following are additional online programs that supplement our curriculum for the elementary grades: myON, BrainPOP, BrainPOP Jr., Khan Academy, Prodigy, Mystery Science, PLTW, Xtra math, online typing programs, and Liberty Kids. During intervention, teachers use online curricula with embedded assessments that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources such as: My Math, Inspire Science, California Wonders, Elementary Networks, California Wonders My Language. Other resources include Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, English 3D allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials.

MSA-Santa Ana also encourages parents' active use of the school's technology resources by offering free tutorial sessions on how to track student's performance using our student information system, Illuminate and providing computer access to all parents who have either limited or no access to a computer outside of school. Students requiring extra time with a computer have the opportunity to visit the computer lab after school, all tutoring/interventions, and clubs are done in the afternoon and after school.

To ensure all students develop critical 21st century technology fluency, highly trained faculty lead engaging, grade-level appropriate instruction in technology skills development. The program enables students to personalize learning practice and integrate all subjects in project-based learning in a fun and meaningful way. This unique program includes:

- Technology curriculum and in upper grades, dedicated tech-based courses that provide technology tools necessary in the 21st century (keyboarding, document processing and storage, internet research, etc.) and develops critical skills that help students gain acceptance to and graduate from a 4-year university with a STEAM major.
- Students in TK-3rd grade have designed time for typing and computer familiarity. Technology is embedded as a center and students can access typing, basic coding online reading and math enrichments.
- Core class integration projects that require higher order learning and improving critical thinking skills.
- At the Elementary level, in addition to our McGraw-Hill curriculum, Project Lead the Way (PLTW) is used 3rd-5th grade and incorporates engineering and science-based inquiry projects. Mystery Science is used TK- 5th grade as well as incorporates across the curriculum. myON in an online reading and comprehension program used 1st through 12th. This program allows students to take interest surveys that unlock genres, appropriate reading level, and tailors to individual student's needs. Teacher can assign novels and projects to their classes as well.

Public Displays of Excellence in STEAM

MSA-Santa Ana students and faculty organize and participate in numerous STEAM competitions and is available for all grades to participate. Through various activities, competition days become a targeted event to arouse student interest and celebrate their peers' success. MSA-Santa Ana offers a variety of after school clubs to students to stimulate interest in and extend knowledge of various subjects covered in the classroom including Computer Applications, MathCounts, Robotics, and Science Olympiad clubs.

Additionally, we are exploring implementing programs such as Project Lead the Way (PLTW) to sustain our ongoing efforts to integrate STEAM instruction. This is our third year of implementation with PLTW, this program is offered starting at 3rd grade through high school. Parents are involved in co-facilitating after-school programs and activities.

LIFE-LONG LEARNING

Based on Delors' (1996) four 'pillars' of education for the future,[16] we believe lifelong learning may be broadly defined as: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). At MSA-Santa Ana, we seek to develop diverse learning habits in our students:

Learning to know – mastering learning tools rather than acquisition of structured knowledge
Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments
Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion
Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality

MSA-Santa Ana aims to instill creativity, initiative and responsiveness in our students, thereby enabling them to show adaptability in post-industrial society through enhancing skills to manage uncertainty, communicate across and within cultures, sub-cultures, families and communities, and negotiate conflicts.

INSTRUCTIONAL DESIGN COMPONENTS: INNOVATION (INTRINSICALLY DRIVEN AND SELF-MOTIVATED)

DATA-DRIVEN INSTRUCTION

MSA-Santa Ana teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, teaching strategies for all learners, and differentiated instruction. Academic, informal and formal information is taken from the following areas: NWEA MAP diagnostic data, SBAC Interim Comprehensive Assessments (ICA) and Interim Assessment Blocks (IAB) (given as early as 2nd grade), annual Panorama Education student survey, and Grade Point Averages. Digital, mastery-based core academic content also permits data-driven intervention by local teachers, coaches, and EL and remediation specialists.

The online curriculum and real-time assessments allow continuous and individualized pacing as well as flexibility in upper grades in the number of courses students are offered. Our system generates reports that show profiles of content and skills that students are learning and tracks their progress. This system is combined with diagnostic NWEA MAP assessments to provide the data necessary to build personalized, realistic, and productive learning plans on a weekly basis for every Magnolia student. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school's culture and is requisite to adequate support for students' learning (Blum, 2004).

[16] Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

Research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency (Archambault, Diamond, Brown, Cavanaugh, & Coffey, 2010; Black, Harrison, Marshall, & William, 2004; Blum, 2004; Clarke, 2003; Legters, Balfanz, & McPartland, 2002; Watson & Gemin, 2008).

Periodic Benchmark Tests

MSA-Santa Ana uses NWEA's computer-adapted tests, called 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 CCSS. 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 in the fall and spring of every academic year from grades 2 through 12 in Reading, Language Usage, Mathematics and Science. MSA-Santa Ana also administers the ICA every February and IABs on a monthly basis. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how 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. 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.

After-School Tutoring

MSA-Santa Ana offers free after-school tutoring to all students. Our tutoring program provides students with a safe, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Individual and small group tutoring as well as homework clubs are available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. Low achieving students' progress is quantitatively measured through NWEA MAPs, myON, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year's academic progress within the school year. MAP Benchmarks are done from 2nd through 5th grade at the elementary level. Programs such as myON and Prodigy for math are used daily for grades K- 12.

MSA-Santa Ana after school program structure

Students in need of English Language Development ("ELD") support	→	ELD tutoring:	Computer-aided grammar, vocabulary, reading, writing, listening and speaking
Students in need of core class support	→	Tutoring program for core learning/classes:	Mathematics, Science, English-Language Arts and History-Social Science
All students	→	After-school clubs:	Academic Decathlon, Science Olympiad, Lego Robotics, VEX Robotics, Coding and Gaming,

		History Bee and College Leadership Mentorship Program, Sports, Art, Arts and Crafts, Homework, etc.

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 under-achieving students who do not positively respond to this teaching method, teachers may decide to include them in different recreational activities to promote students' interest in learning (in upper grades, this is led by the homeroom teacher).

College Pathways Program

MSA-Santa Ana upholds the belief that college is attainable through academic success and persistence. The MSA-Santa Ana College Pathways program provides high school students with the emotional and instrumental preparation and support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, College Advisors in grades 9-12 play an integral role in nurturing students' college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice. At the elementary level we host a college and career week and each class picks a college to learn about. In addition, students write a letter to their college and find out what the average GPA is, SAT score, and other requirements.

A distinguishing feature of the College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our advisors work individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students' resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, College Advisors and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-Santa Ana is invested in monitoring the postsecondary pathways of its graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for its students.

Community (Socially Responsible Global Citizens)

MSA-Santa Ana believes that all change begins through partnerships between the home and school community. In our attempt to teach our students the values of community engagement, citizenship, and global awareness, we hope to engrain and cultivate a love for community, an understanding of the

importance of our societal contributions, and a greater awareness of self, relative to the global community. In doing this, we affect change through our actions and interactions. We are a family and we are committed to the growth and development our students and the communities in which they live, in order to enrich the global society.

COMMUNITY SERVICE

MSA-Santa Ana students engage in community service to develop and demonstrate crucial life skills. This helps students gain "real life" experience and develop responsibility, caring and respect for others. Students are required to earn 40 hours (or the equivalent of 10 hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year. Students in all grade levels have the opportunity to volunteer with the local food bank in partnership with No One Left Behind, a local non-profit organization.

LIFE SKILLS PROGRAM

Life Skills is an enrichment program that provides our older students with valuable skills to support academic excellence and social skill development, and includes topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. 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. Life Skills themes are integrated into broader school-wide activities including assemblies, instructional field trips, displays, announcements, and into the general curriculum. Starting in TK, elementary students use Character Counts education program. Parents are regularly informed about the Life Skills topics to support our effort to inspire positive principles of conduct in future leaders. The program also enables all students, including our most "at-risk" students, to have a vision and be more specific on their goals to be successful at school and during their life.

INSTRUCTIONAL FIELD TRIPS AND GUEST SPEAKERS FOR MOTIVATION

Instructional field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Instructional 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, instructional field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

Students in all grade have the opportunity to visit 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 instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share the same culture with students, students find new role models. While most instructional 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.

HOME VISITS

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these

facts, 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.

CURRICULUM AND INSTRUCTION

All curricula at MSA-Santa Ana is based on the California state standards, including but not limited to the Common Core State Standards, and the Next Generation Science Standards. Teachers use the state-published Frameworks for Instructional Design in developing curriculum pacing and lesson plans.

In all elementary grades (TK-5), students engage in core learning in Mathematics, Science, English Language Arts and History/Social Science, along with enrichments daily in Visual and Performing Arts, Physical Education, Computers and Technology and Sustained Silent Reading ("SSR") and myON an online version for reading and comprehension.

In middle grades (6-8), students are required to take core classes in Mathematics, Science, English-Language Arts and History-Social Science. Electives are offered in Math and ELA (for additional support or challenge), Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, Sustained Silent Reading ("SSR"), and other electives. MSA-Santa Ana offers all students one period of Life Skills per week.

Finally, in high school (9-12), students select from a variety of courses in each of the core subject areas – with graduation requirements aligned to UC/CSU "A-G" requirements – along with engaging electives in Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology.

All students who are English Learners receive both integrated and designated English Language Development through a state approved curriculum and the California English Language Development Standards. The program and curriculum for our school's English Learners is described in detail in the sections below.

The following includes detailed descriptions of each subject area, first for elementary and middle grades, followed by a section that includes detailed high school course descriptions for each subject.

TK-8 CURRICULUM

MATHEMATICS

The math curriculum at Magnolia is based on the *California Common Core State Standards: Mathematics* and reflects the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to

providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The CCSS call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. The CCSS in Math for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

Math instruction at MSA-Santa Ana focuses deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence is provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at MPS meets the challenges of the twenty-first century through innovation.

Elementary Grades Mathematics

The TK-5 program provides 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. The math program stresses 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.
All students at all grade levels are engaged in challenging, hands-on math activities that include manipulatives, simulation, real world problems, model manipulation and creation, and 3-D puzzles. The activities are integrated throughout the curriculum. Most math activities are multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving. Our math curriculum incorporates ELD, GATE, and expands on level, below level, and beyond. All math lessons follow CMAST strategies in which include a Hook, Activity Before Concept ABC, I Do, We DO You Do format, Active Practice activities, and an Exit ticket.

Middle Grades Mathematics

Starting in middle grades, MSA-Santa Ana offers an integrated math pathway of courses, aligned with new CCSS Math standards and "best practices" in math learning and instruction.[17] In determining the mathematics course placement for middle grade students (whether these students have been enrolled in our elementary program or are new to MSA-Santa Ana), the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;

[17] Depending on students' math backgrounds and surrounding schools' pathways, MPS may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Pre-calculus courses replace Integrated Math I, II, III, and IV courses.

- Recommendation, if available, of each student's prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student's current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student's official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

In Accelerated Pathway 1, grades 7, 8, and 9 are compacted into grades 7 and 8 (a 3:2 compaction). In Accelerated Pathway 2, grades 6, 7, 8, and 9 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

Pathway			
Regular Pathway	Math 6	Math 7	Math 8
Accelerated Pathway 1	Math 6	Accelerated Math 7/8	Integrated Math I
Accelerated Pathway 2	Accelerated Math 6/7	Integrated Math I	Integrated Math II

In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students.

MATH 6 (Core, College preparatory)	**MATH 7** (Core, College preparatory)
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8 (Core, College preparatory)	**ACCELERATED MATH 6/7** (Core, College preparatory)
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the	This course compacts 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content

concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
ACCELERATED MATH 7/8 (Core, College preparatory)	**INTEGRATED MATHEMATICS I** (Core, College preparatory)
This course differs from the non-accelerated 7th grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle school grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II (Core, College preparatory)	
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4)	

Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.

See additional course descriptions in the section below on High School Mathematics.

SCIENCE

The Charter School's curriculum is based on the state framework and California Next Generation Science Standards. Students at MSA-Santa Ana explore NGSS-aligned Disciplinary Core Ideas ("DCI") in Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science in the cross-curricular units and programs. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas that provide more organizational development of the core idea.

The science program at MSA-Santa Ana uses hands-on science curriculum that is formulated using inquiry-based research topics. From the earliest grades, students 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. Inquiry and exploration are the basis of each curriculum unit in science. Key questions are given to students and the emphasis is on the process and the questions to be asked, rather than focusing on a finite answer or "drill and kill" activities. Students 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 is emphasized and students become self-reliant, independent problem-solvers.

We employ an integrated science curriculum, in accordance with the California science framework. Students across all grades develop a "scientific mind" through the use of scientific strategies. This process takes place within each unit of study via the students hypothesizing, researching, experimenting, observing and inferring. Students at MSA-Santa Ana also have off-campus field trip experiences and meet with professionals in STEAM areas during these field trips or through guest speakers on campus. These experiences deepen and enhance classroom study and enhance students' vision of science.

ELEMENTARY GRADES SCIENCE

From the earliest grades, students 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. Students explore topics of Astronomy, Geology, Meteorology, Biology, Physics, and Chemistry in the cross-curricular units and programs such as, Inspire Science and Mystery Science for TK-5th grades.

MIDDLE GRADES SCIENCE

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.

INTEGRATED SCIENCE 6 (Core, College preparatory)	**INTEGRATED SCIENCE 7** (Core, College preparatory)
The major units of study for all grade six middle school students are: ▪ Unit 1: Exploring Earth ▪ Unit 2: Exploring Life	The major units of study for all grade seven middle school students are: ▪ Unit 1: Motion and Energy ▪ Unit 2: Interactions of Matter

▪ Unit 3: Understanding Matter ▪ Unit 4: Understanding Energy This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	▪ Unit 3: Understanding the Universe ▪ Unit 4: Earth and Geological Changes ▪ Unit 5: Exploring Ecology ▪ Unit 6: Heredity and Human Body Systems This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.
INTEGRATED SCIENCE 8 (Core, Non-college preparatory)	
The major units of study for all grade eight middle school students are: ▪ Unit 1: Biodiversity and Human Impacts ▪ Unit 2: History of the Earth ▪ Unit 3: Ecosystems, Molecules to Organisms ▪ Unit 4: Ecosystems continued, Biological Evolution: Unity and Diversity This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	

Students at MSA-Santa Ana also have off-campus field trip experiences and meet with professionals in STEAM areas during these instructional field trips or through guest speakers on campus. These experiences deepen and enhance classroom study and enhance students' vision of science.

English Language Arts

English Language Arts curriculum is literature-based and emphasizes skills and knowledge students need as readers, writers, speakers and listeners in the 21st century. Conventions of writing are emphasized in daily written homework and lab assignments. Students taking advanced world 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. Fluent reading and strong comprehension skills are the focus of the Charter School's curriculum. Teachers emphasize close reading and informational text. Accelerated Reader by Renaissance Learning is utilized to personalize reading practice to each student's current level, maximizing its effectiveness.

MSA-Santa Ana also uses the online/blended learning Study Sync program, an intentional, connected literacy program that integrates reading, writing, and review into a comprehensive, standards-aligned platform, designed to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards. myON is the online reading and comprehension program used in all grades, TK-12. This program allows students to read books and take a comprehension quiz for mastery allowing students to improve upon grade level targeted readings.

Study Sync's curriculum ensures rigorous, focused core ELA/ELD instruction and standards-based assessment, which draws students into texts and informational content with dramatic, movie-like previews, award-winning Study Sync® TV episodes modeling appropriate student discussion and collaboration, SkillsTV videos exploring literacy concepts with relatable student narrators, and social media-like current events Blasts discussions. By integrating technology experiences that students crave, students gain knowledge and skills in ways that relate to their world. Learning supports are embedded throughout for all levels of learners, including reluctant and advanced readers, and EL students, with

scaffolding based on students' reading abilities with customizable writing prompts, rubrics, and assessments. Through our Wonders ELA curriculum for TK-5th grade, students are assessed weekly in reading fluency, words read per minute, and comprehension.

Elementary Grades ELA

The elementary reading curriculum is integrated into all content areas. Students' progress through a literature-based and CCSS-based reading curriculum emphasizing balanced literary practices. The curriculum begins 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 are 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 enhance understanding. We believe that every student must be able to express themselves clearly through writing in every subject. As the common core writing standards phrase it, "For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt." 18

The elementary writing curriculum is integrated into all content areas and includes 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.

Middle Grades ELA

The middle school reading curriculum is integrated into all content areas. Students progress through a literature-based and CCSS-based reading and curriculum emphasizing balanced literary practices. The curriculum increases in levels to meet the needs of all students.

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

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

informational text and materials, and to developing fundamental elements of literature all support greater comprehension of what they read, students' literacy and see, and hear.	engage in collaborative discussions, they are able to acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Students continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in their speaking and writing.
ENGLISH LANGUAGE ARTS 8 (Core, College preparatory)	
In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings.	

Sustained Silent Reading Program

In grades 6 through 8, all students participate in Sustained Silent Reading for 25 minutes a day, every day.

SUSTAINED SILENT READING (SSR) PROGRAM
MSA-Santa Ana utilizes **myON** reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learners' target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform intervention strategies.

History/Social Science

The History/Social Science curriculum is aligned with the state standards and new Framework for Instructional Design and offers 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 also introduces world history through literature, culture, arts and current events. The social science curriculum focuses on inquiry-based questions to explore topics using research and critical thinking skills. Students use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

History/Social Science lessons 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 Studies,[19] 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.

Elementary Grades History/Social Science

Our social studies curriculum follows the comprehensive and challenging state content standards and new Frameworks for History/Social Science learning. well. Teachers use McGraw-Hill's Elementary Networks curriculum to engage students in grade level content in an active way, with hands-on projects that incorporate reading, writing, research, visual and performing arts, presentation skills as students learn about local, state and national history. Teachers expect students to master the key concepts and vocabulary, and they also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections, all while developing critical thinking skills.

Middle Grades History/Social Science

In middle grades, in alignment with the state standards, students study world history and geography, medieval history, and American history.

HISTORY/SOCIAL SCIENCE 6 (Core, College preparatory)	**HISTORY/SOCIAL SCIENCE 7** (Core, College preparatory)
Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of	The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present-day world maps. Students identify several major changes that took place during medieval and early modern times. Students explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Students can use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.

[19] Source: http://www.ncss.or/positions/powerful

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

Intervention Courses

As further detailed in the section below, Serving Students with Special Needs, MPS provides comprehensive and intensive support and intervention for students in need of extra support. In elementary grades, first through fifth grades students partake in two to three times weekly after school interventions. Teachers work in small groups of no more than ten students for strategic targeted support. Students can be exited per their performance on our unit assessments, MAP, and interim assessments. Interventions are teacher led using the subject's strategic intervention curriculum through McGraw-Hill, myON, Prodigy, and Countdown to SBAC. Grade level Chair teachers meet weekly with our Dean of Academics and Principal to progress monitor and make any necessary changes to out intervention structures.

In middle grades, students in need of extra support may be assigned Power English and/or Power Math courses for extra assistance.

POWER ENGLISH (Non-core, Non-college preparatory)	
This ELA course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level ELA course. Power English is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.	This math course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course. Power Math is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

Language Other Than English

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

SPANISH (Non-core, College preparatory)	**WORLD LANGUAGE** (Non-core, College preparatory)
This series of courses is designed to teach students about the language and culture of the Spanish and Latin American people. Beginning	This series of courses is designed to teach students about the world language and culture of the people where the world language is spoken. The

Spanish (6th grade) emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate Spanish (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish (8th grades) enables students to grow their skills and depth of knowledge further. All three levels of Spanish teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The Spanish classes use the Realidades series of textbooks. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.	World Language courses can include: Korean or Turkish. Beginning World Language (6th grade) course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate World Language (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced World Language (8th grades) enables students to grow their skills and depth of knowledge further. All three levels of the world language teach students to appreciate the world culture by acquainting students with art, literature, customs, and history of the people who speak the world language. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.

Visual & Performing Arts

For our younger students in grades TK-5, Visual and Performing Arts are both integrated into other subjects and taught as distinct disciplines; students also are exposed to an artist monthly and learn the history of the artist, time period, artist style, and greatest contributions. After school clubs like Art and Mixed Media, Drama, and Poetry Slam are offered in grades first through fifth.

Teachers also enhance arts learning by 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 are not "cultural tourists," but instead are immersed in culture and diversity through daily discussion, projects and guest speaker presentation.

In grades 6 through 8, students are able to select "Fundamentals of Art" as an elective.

FUNDAMENTALS OF ART (Non-core, Non-college preparatory)
This is a basic course in the fundamentals of art expression. The California Visual and Performing Arts Standards guide the instruction for this course. In this course students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. They analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students also apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

HEALTH AND PHYSICAL EDUCATION

In grades TK-5, Health and Physical Education are incorporated in the weekly schedule with 120 minutes of instruction weekly. Students are engaging in physical fitness that is aligned with state standards per grade level. Students are pulled out by our PE teacher twice weekly for 60 minutes sessions and engage in a variety of structured activities to expose them to different physical activities and sports to help them develop lifelong healthy habits.

In grades 6 through 8, students are required to take Health and Physical Education each year.

HEALTH EDUCATION
This course provides students with knowledge and skills related to one or more of the nine content areas of health education, as defined in the Health Framework: (1) nutrition; (2) prevention of alcohol, tobacco, and other drugs; (3) personal health; (4) injury prevention and safety; (5) individual growth and development; (6) consumer and community health; (7) environmental health; (8) communicable and chronic diseases; and (9) family life. Family life education promotes the development of positive family interactions and may include human sexuality, dating, relationships, and prevention of sexually transmitted diseases, including HIV. This course provides students with content and skills that enable them to apply specific knowledge in their own personal behaviors and environments. This course builds the skills students need to recognize and resist negative influences. It includes decision-making, goal setting, communication, and interpersonal skills.

HEALTH AND PHYSICAL EDUCATION (Non-core, Non-college preparatory)
Courses offered in the Health and Physical Education department are designed to help the students develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games. The Health and Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Health and Physical Education Model Content Standards for California Public Schools.

LIFE SKILLS PROGRAM

In grades 6 through 8, students are offered Life Skills courses for one hour a week. Additionally, TK-12 students also use the Character Counts education curriculum.

LIFE SKILLS (Non-core, Non-college preparatory)
MSA-Santa Ana uses the "Character Counts" program in middle school grades. Character Counts is a classroom-based social skills program developed by the Committee for Children for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors.

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

COMPUTERS & TECHNOLOGY

In conjunction with the Computer Technology instruction, MSA-Santa Ana implements a Computer Science curriculum, which complies with Computer Science Teachers Association's ("CSTA") 'Standards for K-12 Computer Science Education.' These standards constitute a framework with three levels:

Recommended Grade	Level
▪ TK-5	Level 1 - Computer Science and Basic Typing
▪ 6-8	Level 2 - Computer Science and Community
▪ 9-12	Level 3 - Computer Science in the Modern World Concepts and Practices Topics in Computer Science

Level 1 (Grades TK-5) Computer Science and Basic Typing: Students in grades TK-5th are given daily time for basic typing and Word, Power Point, and Excel. Students are taught digital citizenship as well as computer care.

Level 2 (Grades 6–9) Computer Science and Community: Middle school students begin using computational thinking as a problem-solving tool. They begin to appreciate the ubiquity of computing and the ways in which computer science facilitates communication and collaboration. Students begin to experience computational thinking as a means of addressing issues relevant, not just to them, but to the world around them. The learning experiences created from these standards are relevant to the students and should promote their perceptions of themselves as proactive and empowered problem solvers. They are designed with a focus on active learning and exploration and can be taught within explicit computer science courses or embedded in other curricular areas such as social science, language arts, mathematics, and science.

Level 3 (Grades 8–12) Applying concepts and creating real world solutions: Level 3 is divided into three discrete courses, each of which focuses on different facets of computer science as a discipline. Throughout these courses, students can master more advanced computer science concepts and apply those concepts to develop virtual and real-world artifacts. The learning experiences created from these standards will focus on the exploration of real-world problems and the application of computational thinking to the development of solutions. They are designed with a focus on collaborative learning, project management, and effective communication.

MSA-Santa Ana will offer accelerated tracks on Computer Science curriculum. For students who are ready for an accelerated program, MSA will offer the Advanced curriculum in middle school where topics in Level 3 are covered.

In elementary school, students will obtain fluency in computers and learn introductory level computer literacy. This instruction will be supported with problem solving and creative thinking skills. At the elementary level students are using computers for Project Based Learning, daily typing practicing Read, Write, and Type as early as TK, and intervention for ELA and Math. Students are taught how to access

information properly via tutorials by our teachers as necessary. Students type essays into Word and/or Google docs as early as second grade. Students prepare for SBAC as early as second grade in working with performance tasks and problem solving.

In middle grades, students 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. Progression is individualized to address all students needs based on ability.

The following summarizes the 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 are more intense in the 6th and 7th grades.
- 8th grade curriculum serves a transition between middle school and high school, topics focus on the conceptual understanding of high school electives.

In grades 6 through 8, students are offered Computers & Technology courses as an elective, including, based on student interest, potential electives in advanced topics such as Robotics, Web Design, Digital Art and more.

HIGH SCHOOL CURRICULUM

High school curriculum offers courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, and in accordance with UC/CSU A-G requirements, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma (see Graduation Requirements, below). All courses described below are one full year unless otherwise noted.

MATHEMATICS

High school students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and three-dimensional geometry before graduation. As described in the section above regarding Middle School Mathematics, in determining the mathematics course placement for entering students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;
- Recommendation, if available, of each student's prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student's current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student's official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

Pathway				
Regular Pathway	Integrated Math I	Integrated Math II	Integrated Math III	Electives *
Accelerated Pathway 1	Integrated Math II	Integrated Math III	Electives *	Electives *
Accelerated Pathway 2	Integrated Math III	Electives *	Electives *	Electives *

***** Electives in Mathematics include Integrated Math IV/Precalculus, AP Calculus AB, AP Calculus BC, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

INTEGRATED MATHEMATICS I (Core, College preparatory)
The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle school grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II (Core, College preparatory)
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.
INTEGRATED MATHEMATICS III (Core, College preparatory)
It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data.

Students expand their repertoire of functions to include polynomial, rational, and radical functions.3 They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into four units are as follows: 1) Inferences and Conclusions from Data; 2) Polynomial, Rational, and Radical Relationships; 3) Trigonometry of General Triangles and Trigonometric Functions; 4) Mathematical Modeling.	
INTEGRATED MATHEMATICS IV (Core, College preparatory)	
This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.	
PRE-CALCULUS (Core, College preparatory)	
In Precalculus, students extend their work with complex numbers begun in Mathematics III or Algebra II to see that the complex numbers can be represented in the Cartesian plane and that operations with complex numbers have a geometric interpretation. They connect their understanding of trigonometry and the geometry of the plane to express complex numbers in polar form. Students begin working with vectors. Students also work with matrices, their operations, and find inverse matrices. They see the connection between matrices and transformations of the plane. Students use matrices to represent and solve linear systems. Students extend their work with trigonometric functions, investigating the reciprocal functions secant, cosecant, and cotangent and their graphs and properties. They find inverse trigonometric functions by appropriately restricting the domains of the standard trigonometric functions and use them to solve problems that arise in modeling contexts. Students add ellipses and hyperbolas to their work. They also work with polar coordinates and curves defined parametrically and connect these to their other work with trigonometry and complex numbers. Finally, students work with more complicated rational functions, graphing them and determining zeros, y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points.	
AP STATISTICS (Core, College preparatory)	
The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.	
AP CALCULUS AB (Core, College preparatory)	**AP CALCULUS BC** (Core, College preparatory)
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically,	AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to

and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

LABORATORY SCIENCE

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

LABORATORY SCIENCE CORE COURSES	
PHYSICS A/B (Core, College preparatory)	**BIOLOGY A/B** (Core, College preparatory)
The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.
CHEMISTRY A/B (Core, College preparatory)	
This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	

LABORATORY SCIENCE ELECTIVES	
AP ENVIRONMENTAL SCIENCE A/B (Core, College preparatory)	**MARINE BIOLOGY A/B** (Core, College preparatory)

This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.	Marine Biology builds upon and extends biological concepts developed during earlier science courses. Students take an in-depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system.
AP PHYSICS B A/B (Core, College preparatory)	**AP BIOLOGY A/B** (Core, College preparatory)
This course parallels a non-calculus college-level physics. The course is described in the AP Physics B syllabus. The instructor is expected to follow and complete the syllabus.	This course is typically taken after a year of high school biology and chemistry. The course parallels a college-level introductory biology course. The course is described in the AP Biology syllabus. The instructor is expected to follow and complete the syllabus.
AP CHEMISTRY A/B (Core, College preparatory)	
This course parallels a college-level chemistry course. AP Chemistry usually follows high school chemistry and second year algebra. The course is described in the AP Chemistry syllabus. The instructor is expected to follow and complete the syllabus.	

English Language Arts

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

ENGLISH	
ENGLISH 9 A/B (Core, College preparatory)	**ENGLISH 10 A/B** (Core, College preparatory)
English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.	English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.
ENGLISH HONORS 9 A/B (Core, College Preparatory)	
The Honors English 9 course is designed for students who show a high level of proficiency in reading, writing, and literary analysis and is preparation for AP level coursework. Honors English students will improve their written and oral communication skills while strengthening their ability to understand and examine literature in a variety of genres including: essays, novels, short stories, speeches, and poetry. Students are challenged to read complex texts, craft multifaceted arguments that are supported by the literature, and apply the knowledge that they have learned in their writing.	

Students will strengthen their composition skills by examining model essays in different genres by student and professional publishers. Through in-depth essay planning, organizing, drafting, and revising, students will hone their writing skills. Additionally, they will build on proper writing conventions with in-depth study of sentence analysis and structure, agreement, and punctuation.	
ENGLISH 11 A/B (Core, College preparatory)	**ENGLISH 12 A/B** (Core, College preparatory)
English 11 courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.	English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.
AP ENGLISH LANGUAGE AND COMPOSITION A/B (Core, College preparatory)	**AP ENGLISH LITERATURE AND COMPOSITION A/B** (Core, College preparatory)
This course is designed to parallel college-level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics.	This course is designed to parallel college-level English courses. It enables students to develop critical standards for evaluating literature. Students study the language, character, actions, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).
ENGLISH LANGUAGE DEVELOPMENT A/B (Non-Core, Non-College preparatory)	
The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.	

ENGLISH LANGUAGE ARTS ELECTIVES	
JOURNALISM A/B (Non-core, Non-College preparatory)	**SPEECH A/B** (Non-Core, Non-College preparatory)
Journalism prepares students for work on school newspapers by fostering habits of clear, concise, written expression and by developing the ability to write interestingly. The course improves students' use of grammar, spelling, punctuation, sentence and paragraph form, style, and structure and offers basic training in techniques of interviewing and news writing. It fosters a critical attitude toward news and develops the ability to evaluate the worth of publications	Speech develops fundamentals of effective oral delivery such as voice, diction, poise, and ease. The course develops effective organization through selection and arrangement of material, transitions, and rhetorical effect. Activities include preparation and practice in making short speeches to inform, convince, stimulate, actuate, and/or entertain. The course may include instruction in parliamentary procedure, discussion, debate, and oral interpretation.

through wide and intelligent readings of newspapers and periodicals.	

HISTORY/SOCIAL SCIENCE

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

HISTORY/SOCIAL SCIENCE COURSES	
WORLD HISTORY A/B (Core, College preparatory)	**U.S. HISTORY A/B** (Core, College preparatory)
This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.	This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.
AMERICAN GOVERNMENT (Core, College preparatory)	
Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.	

HISTORY/SOCIAL SCIENCE ELECTIVES	
AP GOVERNMENT AND POLITICS: UNITED STATES A/B (Core, College preparatory)	**AP WORLD HISTORY A/B** (Core, College preparatory)
This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy	AP World History course is designed for students to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international

process of national government, and civil rights and liberties.	frameworks and their causes and consequences, as well as comparisons among major societies.
AP U.S. HISTORY A/B (Core, College preparatory)	**AP GOVERNMENT AND POLITICS: COMPARATIVE A/B** (Core, College preparatory)
This course provides students with the analytical skills and factual knowledge necessary to understand the course of United States history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past.	This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.

ECONOMICS (Core, College preparatory)	**PSYCHOLOGY A/B** (Core, College preparatory)
In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This course enriches students' understanding of the operation and institutions of economic systems. Topics include Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics, and International Economic Concepts.	This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.
ANTHROPOLOGY A/B (Core, College preparatory)	**WORLD CULTURES A/B** (Non-Core, College preparatory)
Students learn about human beings and their cultures by studying the two major divisions of anthropology: physical and cultural. In physical anthropology students consider the biological characteristics of human beings, their adaptation to their environment, and development in the context of various forms of animal life. In cultural anthropology students learn about the culture of specific peoples, past and present, as well as those components of culture found universally among human societies.	This course focuses on an investigation of one or more cultures in a geographic region of the world today; for example, cultural studies of Africa, the Middle East, Latin America, Asia, or Southeast Asia. The course covers geographic settings; the population, the stature and roles of women and minority groups; and processes of cultural change and exchange. Students learn about the cultures historical, economic, and political developments, including nation building across time. The course may include an in-depth study of one or more different cultures to expand the students understanding of cultural diversity and provide balance in the representation of ethnic groups and societies around the world.

AP HUMAN GEOGRAPHY A/B (Non-core, College preparatory)	**AP PSYCHOLOGY A/B** (Core, College preparatory)
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012)	The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Language Other Than English

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

LANGUAGE OTHER THAN ENGLISH	
SPANISH 1-2-3 A/B (Non-Core, College preparatory)	**AP SPANISH LANGUAGE AND CULTURE A/B** (Non-Core, College preparatory)
This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.	The course is designed to parallel third-year college-level courses in Spanish composition and conversation. Building upon students' prior knowledge of Spanish, the course develops the students' ability to understand and express themselves accurately, coherently, and fluently in Spanish. In the course, students develop a large enough vocabulary to understand literary texts, magazine/ newspaper articles, films, and television productions.
AP SPANISH LITERATURE AND CULTURE A/B (Non-Core, College preparatory)	**WORLD LANGUAGE 1-2-3 A/B** (1 and 2 Core, College preparatory, 3 Non-Core, College preparatory)
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish,	This course is designed to teach students about the language and culture of the people where the world language is spoken. The first-year course emphasizes communication, basic grammar and syntax, and simple

Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).	vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the culture by acquainting students with art, literature, customs, and history of the people where the world language is spoken.

Computers & Technology

Students are required to take at least one year of Computers & Technology. Technology is a key component to our instructional delivery model each room is equipped with laptops (1:1 student to computer ratio) and a blended learning model being utilized in many classrooms. At the high school level, we offer two different AP Computer courses starting with all ninth graders taking AP Computer Science.

COMPUTERS & TECHNOLOGY	
COMPUTER LITERACY 1 A/B – Computer Science in the Modern World (Non-core, Non-college preparatory)	**COMPUTER LITERACY 2 A/B – Computer Science in the Modern World** (Non-core, Non-college preparatory)
In this course, students learn to use computational thinking to develop algorithmic solutions to real-world problems. They will begin to understand the different levels of complexity in problem solving and to determine when team projects might generate more effective problem solutions than individual efforts. Students will learn and use a programming language(s) and related tools, as well as appropriate collaboration tools, computing devices, and network environments. Finally, they will demonstrate an understanding of the social and ethical implications of their work and exhibit appropriate communication behavior when working as a team member.	Computer Science Concepts and Practices is a follow-up course to Computer Science in the Modern World. It is designed to harness the interests of those students wishing to further enhance their studies in the computing fields. In this course, students will begin to develop higher-level computing skills and apply them to a variety of subjects and disciplines. Students will learn how computer science impacts society and promotes change. Through the analysis of global issues, students will explore how computer science can help solve real-world problems using innovation, collaboration, and creativity. This course will also provide students with an opportunity to explore Computer Science as a potential career interest at the collegiate level.
WEB DESIGN A/B (Non-core, Non-college preparatory)	**COMPUTER PROGRAMMING A/B** (Non-core, Non-college preparatory)
This course introduces students to the Internet and World Wide Web. Students will study the history of the Internet, search engines, Web design process, navigation strategies, creation and editing of graphics, Web hosting services, and Web publishing. Webpage development will	This course covers the principles and programming styles used in the design and implementation of contemporary programming languages. Students are introduced to the history of programming languages, language syntax and formal grammars, language processors such as compilers and interpreters, and

include coding HTML and CSS using a text editor and utilizing simple scripts to enhance webpages.	generalized parsing strategies. The course focuses on particular language constructs and their realization in a variety of programming languages. A particular language such as Java Script, Java, C++ and C# are used to provide students with practical illustrations of various programming principles.
ROBOTICS A/B (Non-core, Non-college preparatory)	**AP COMPUTER SCIENCE A A/B** (Non-core, College preparatory)
This instructional program prepares individuals to design, develop, program, and maintain robotic devices. It includes instruction in the history and development of robotic devices; the types of robotic devices used in industry and their component makeup; computer control systems and robot computer language programming; troubleshooting techniques, especially for servomechanisms, microprocessors, and computer operation; and the integration of these devices and factors into a total manufacturing system. The NGSS engineering standards addressed by this course fit within the Engineering, Technology and Applications of Science Disciplinary Core Idea. Specifically, the following NGSS standards are explored: MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.	The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.
AP COMPUTER SCIENCE PRINCIPLES A/B (Non-core, College preparatory)	

AP Computer Science Principles introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles give students the opportunity to use technology to address real-world problems and build relevant solutions.

AP Computer Science A *(Course Overview from UC's A-G Management Portal)*
Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object- oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course will prepare students for the end- of-course AP Exam.

AP Computer Science Principles *(Course Overview from UC's A-G Management Portal)*
This course is designed to provide knowledge about architecture and design in school and for a career. Students will have an understanding of using research to learn about architecture design. Students also learn about floor-plans, elevations, building models, and using the program Google Sketch-up to create their own architecture. The course will use art and technology to provide the students an opportunity to create all different types of projects in architecture. Students will design drawings by hand and apply their knowledge so that they can create images using computer-based programs. We will work on new skill enhancing design problems, individually designed projects, and work on a project that incorporates knowledge of sustainability in architecture. The class will switch between computer generated architecture and hand drawn architecture. The key rationale for the elective course is to give the students overall information about architecture and design so that they can experience the importance of the career from a personal standpoint.

VISUAL & PERFORMING ARTS

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

VISUAL & PERFORMING ARTS ELECTIVES	
AP ART A/B (Non-Core, College preparatory)	
This course covers the organization of art elements and principles and provides study of their application in two- and three-dimensional problems. Students analyze and use design principles in works of art from art history and many world cultures. Students learn to critique their work and the work of others and become more aware of design in their environment.	
MUSIC APPRECIATION A/B (Non-Core, Non-College preparatory)	**DIGITAL ART A/B** (Non-Core, Non-College preparatory)
This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.	This course helps students develop aesthetic criteria in order to create graphic art imagery using a microcomputer. The course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication. Students use the computer and digital tools to apply or formulate programs to communicate creative visual ideas, including animation, game production, and

	artistic aspects of Web site design. This course may also include aspects of the Cinematography/Artistic Videos course. Students study artists who practice these art forms and learn and practice critiques of these art forms.
PHOTOGRAPHY A/B (Non-Core, Non-College preparatory)	**THEATRE/PLAY PRODUCTION A/B** (Non-Core, Non-College preparatory)
This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn photographic techniques that may incorporate both traditional and contemporary (digital and multimedia technologies) traditions. They also participate in critiques and study the history of photography as a fine art, as well as the artists who use the medium of photography.	This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.
HISTORY/APPRECIATION OF THEATER ARTS/FILM A/B (Non-Core, Non-College preparatory)	
This course is for students who desire knowledge in the history of drama, plays, theater, and writers. The course may include the study of outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.	

Health and Physical Education

Students are required to take two years of Health and P.E.

HEALTH AND PHYSICAL EDUCATION I A/B (Non-core, Non-college preparatory)	**HEALTH AND PHYSICAL EDUCATION II A/B** (Non-core, Non-college preparatory)
This course is the first year of the high school health and physical education sequence. It includes the required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health.	This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas; gymnastics/tumbling, combatives, team sports, mechanics of body movement, and the effects of physical activity on dynamic health.

Advisory

In grades 9 through 12, students participate in an Advisory program for 25 minutes a day, every day. Students in 11th and 12th grades also can elect take a year-long College Readiness class.

ADVISORY PROGRAM
ADVISORY 9-10-11-12 A/B (Non-core, Non-college preparatory)
Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students

take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to the community.

COLLEGE READINESS 11 A/B (Non-core, Non-college preparatory)	**COLLEGE READINESS 12 A/B** (Non-core, Non-college preparatory)
The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.	The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

ENGINEERING

NGSS and the new CA Science Framework includes Engineering as a Disciplinary Core Idea in teaching science. For the past two years, MPS science teachers have been using McGraw Hill Integrated Science (iScience) curriculum which encompasses engineering design and engineering principals in alignment with the national science framework. Therefore, in MSA-Santa Ana all students learn about engineering design, technology, and applications of science as part of their core science classes.

MSA-Santa Ana offers a curriculum and educational plan that addresses all areas of STEAM. Our high school students take three years of science, while two are required, with a fourth year available as an elective. Students who qualify based on math performance and interests are offered AP Physics, which extends to eighth graders. Additional science electives are offered to middle students such as Science Olympiads and computers.

In addition to AP Computer Science Principles and AP Computer Science Course A (described above), at the high school level we also offer Robotics to promote Engineering:

Robotics *(Non-Core; College Prep) Course Overview from UC's A-G Management Portal)*
Robotics is an intro course that will explore, via VEX robotics equipment, relationships between the field of mathematics, science, especially physics, and technology. The goal of this course is to get students interested in pursuing a field of study in STEAM upon graduating from high school. The class is designed to introduce students to basic concepts, or advanced, depending upon their levels of expertise, in robotics. The class will give students the opportunity to work in groups of maximum three students in lab experiments. In these experiments, students will work together in building and testing a basic (or complex) VEX-based mobile robot.

Students will have the opportunity to learn about the historical development of robotics as a field. In addition, students will learn about programming using Robot C, and the importance of integrating different robotics sensors, and how these affect the control and mobility of their robots. The basic study of physics laws, via mathematics, and basic computer programming in Robot C, will be presented, and how these can be used to predict the basic mobile behavior of their robots, such as speed, acceleration, torque, and other key components that will affect their mobile robots.

Students will work in small teams of three students to do research, design, program, and construct a mobile robot using VEX equipment. The goal is to have in class competitions amongst each team, and other schools at the high school or collegiate level. Provided there is enough interested among the students during their competitions, the goal is to have the most competitive teams represent the Charter School at competitions held at other schools, or colleges, who have VEX competitions at the state level. Lastly, the course will assist the students in preparing formal resumes and portfolios for the projects they develop that will include basic academic skills, communication skills, people skills, problem solving skills, and using safety whenever they are using the VEX equipment, and the usage of technology.

Robotics will introduce students to the working principles and foundational knowledge of robotics, using mathematics and basic physics principles. Students learn to control mobile robots using VEX equipment programs. The students will write robotics programs using Robot C and Easy Robot C computer programming language to perform various tasks based on the sensory information of the robot. Students will also learn the mathematics involved and basic science principles from physics associated with the various movements of their robotics.

Through hands-on problem-based projects, students will develop critical thinking, problem solving, effective communication, and cooperative skills. VEX Robotics robots are an excellent platform to engage students on collaborative learning environments where science, technology, engineering, and mathematics come together. Besides using computers so that students can learn to design their own robots, they will also have the opportunity to build their robots themselves, and will also have the opportunity to write their own algorithms. The computer algorithms written by the students will enable the robots to become autonomous. At the same time, these algorithms will give the students the opportunity to solve potential problems with their designs using mathematics and science. Students will have access to our computer labs, and they will also be able to use their own personal computers to design, and to write their presentations about their robots.

The following general concepts will be covered in robotics:

- Students will gain competence as communicators both in written and oral form, via formal resumes, power point presentations, and presenting their robot designs to their classmates or audience in attendance at various VEX competitions.
- They will engage in critical thinking, problem solving, and cooperative team work.
- Students will have a basic understanding of the core concepts in computer science and robotics:
- Computer programming in Robot C and Easy Robot C.
- Software and algorithm development for applied problem solving.
- Motion control of VEX robotics robots
- Sensor fusion and sensory data processing.
- Students will learn to ask why and how, and will develop the confidence and motivation to explore technology and science on their own.
- The following computing and robotics concepts will be covered:
- Structured programming using Robot C and Easy Robot C (which is very similar to C++).
- Motion control of robotics
- Robotics sensor fusion and sensory data processing

- Using robotics to solve applied problems and/or word problems in mathematics and science with hands-on activities.

VEX Robotics Competitions (http://www.vexrobotics.com/vex/competition):
This program is specifically designed to make students of robotics compete inside the classroom using VEX equipment. These competitions are an easy way to engage students to integrate all facets of STEM education into the classroom. Students also have the opportunity to not only compete against other teams in class, but they also have the ability to go to VEX competitions held during the fall and spring semesters with students from middle, high, and college level. This is an excellent opportunity to network with other students whom have robotics at their schools, and they get to see how other students design robots with the available VEX equipment. These competitions do capture the students' attention, not only in their designs, but also to their programming skills, and to find possible solutions to any flaws that their robot designs might have. During the building and competitions, the students will have with their robots, they will be learning STEM concepts. VEX robotics also has a complete curriculum that can be used with all of their VEX equipment.

CURRICULAR AND INSTRUCTIONAL MATERIALS

MSA-Santa Ana utilizes California State Board of Education adopted instructional materials aligned with CCSS/NGSS. The MPS Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Current curricula include:

ELEMENTARY
Math: McGraw Hill: My Math; *Enrichment/Intervention:* McGraw Hill; Ironbox; Math Olympiads (MOEMS); Sumdog; Prodigy; Xtra Math
Science: McGraw Hill: Inspire Science, Mystery Science, English Language Arts; McGraw Hill: California Wonders; Grade Level Novels; Great Leaps – intervention; Just Words – intervention; Ticket to Read – online reading intervention and/or enrichment program; Accelerated Reader (AR) – online reading comprehension program;
Social Studies: McGraw Hill: Elementary Networks;
ELD: McGraw Hill: California Wonders My Language; Kate Kinsella Sentence and Speaking Frames.

MIDDLE AND HIGH SCHOOL
Math: McGraw Hill; *Enrichment/Intervention:* McGraw Hill, ALEKS, Ironbox (6-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, EngageNY, Singapore Math; Renaissance Learning Accelerated Math Program
Science: McGraw Hill; Integrated iScience (6-8); McGraw Hill Biology, Physics, Chemistry (9-12);
English Language Arts/ELD: McGraw Hill; McGraw Hill Study Sync (K-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); *Enrichment/Intervention:* McGraw Hill, FLEX Literacy (K-12), Renaissance Learning Accelerated Reader Program, Rosetta Stone, BrainPOP ESL
Social Science: McGraw Hill, Networks (K-12); *Enrichment/Intervention:* Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

Teachers are invited to utilize a myriad of additional resources online and in print, in consultation with the Principal and leadership team.

COMPREHENSIVE COURSE LIST

The following courses are offered at MSA-Santa Ana for elementary, middle, and high school; course offerings may be changed based on student interests and needs (e.g., alternative electives, additional remediation courses), as determined by the Principal and teacher leaders.

MSA SA Elementary School Courses

Name	Grade Groups
Social Studies	TK-5th
Math	TK-5th
Science	TK-5th
Reading	TK-5th
Physical Education	1st-5th

MSA SA Middle School Courses

Name	Grade Groups
Science 8	8th
Grade 8 Math - Common Core	8th
English Language Arts 8	8th
Academic Pentathlon	8th
Integrated Math I - Common Core	8th
Computer Literacy I	7th,8th
Science 7	7th
Math 7 (Accelerated) (Honors)	7th
Grade 7 Math - Common Core	7th
English Language Arts 7	7th
Advanced Math	6th,7th
Sustained Silent Reading	6th-8th
Study Skills	6th-8th
Science 6	6th
Power Math	6th-8th
Power English	6th-8th
Physical Education	6th-8th
History-Social Sciences	6th-8th
Fundamentals of Art	6th-8th
ELD-English Language Development	6th-8th
Grade 6 Math - Common Core	6th
English Language Arts 6	6th

MSA SA High School Courses

Name	Grade Groups	A-G
Advisory	9th,10th, 12th	
Physical Education I - HS	9th,10th	A-G
Physical Education II - HS	9th, 10th	A-G
Online Course	9th-12th	
Computer Technology	9th-12th	
Advanced English Language Development	9th-12th	A-G
Spanish 1	9th	A-G
Integrated Math I - Common Core	9th	A-G
English 9 (Honors)	9th	A-G
English 9	9th	A-G
Biology (Honors)	9th	A-G
Biology	9th	A-G
Personal Finance	12th	
Economics	12th	A-G
Integrated Math IV - Common Core	11th,12th	A-G
United States History	11th	A-G
Spanish 3	11th	A-G
Physics	11th	A-G
Integrated Math III - Common Core	11th	A-G
English 11	11th	A-G
College Readiness	11th	
AP World History	10th-12th	A-G
AP United States History	10th-12th	A-G
AP Studio Art: 2-D Design	10th-12th	A-G
AP English Literature & Composition	10th-12th	A-G
AP Computer Science Principles	10th-12th	A-G
AP Statistics	10th-11th	A-G
World History	10th	A-G
Spanish 2	10th	A-G
Integrated Math II - Common Core	10th	A-G
English 10 (Honors)	10th	A-G
English 10	10th	A-G
Chemistry	10th	A-G

INSTRUCTIONAL METHODS AND STRATEGIES

As detailed in the preceding sections, our instructional methods and strategies are based on success with similar populations of students and our 17-year history. All MSA-Santa Ana faculty members use the *Understanding By Design* ("UBD") model to backwards plan instruction, including differentiation for students in need of specific supports. As noted in the section on Professional Development, below, we ask all faculty to read the following seminal works: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

We emphasize integration of the curriculum with cross-disciplinary learning on a daily basis. Teachers strive to make learning relevant and engaging for all students by employing a constructivist, project-based approach. Methods include a frequent emphasis on real world, practical applications of learning,

and employ inquiry, research, reflection, problem-solving, and critical thinking. As they master content, students learn *how* to learn. Instruction is deeply rooted in thematic integrated instruction, including application-oriented activities such as projects that require students to utilize skills and knowledge from ELA, science, math, history, the arts, computer/technology and more. Often interactive and rooted in collaboration, the approach makes assignments meaningful and engaging and concepts authentic. Technology is integrated throughout the curriculum to ensure students develop the skills needed in college and career.

GRADUATION REQUIREMENTS

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of "C" or better and that all high school students will pass all required courses and electives with a grade of "C" or better to graduate in 4 years with a minimum of 210 credits. Credits are earned on a semester basis in high school with each course worth 5 credits per semester (i.e., a year-long course is worth 10 credits). All of our high school courses are submitted to UC Doorways and are A-G approved.

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 UC/CSU A-G requirements. Specific requirements include:

- at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. These credits can be earned in middle school, but year requirements still apply. See below.
- enrollment in a math course for at least two years in grades 9-12 for a standard diploma (state requirement) and at least three years in grades 9-12 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.
- 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 to participate in any senior activities (prom, grad night, senior picnic, and graduation), students 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 senior year.
- students have to fulfill all of the graduation requirements to participate in the Graduation Ceremony.

MSA-Santa Ana Graduation Requirements

Subject Area	Minimum Course Requirements	STANDARD Diploma	ADVANCED Diploma	HONORS Diploma
(a) History/Social Science	Three years	30	30	30
(b) English	Four years	40	40	40
(c) Mathematics	Three years (Four years recommended)	30	40	40

(d) Science	Two years with lab required; (Three years recommended)	20	30	40
(e) Language Other Than English	Two years in same language required. (Three years recommended)	20	20	30
(f) Visual & Performing Arts	One year	10	10	10
(g) Electives*	20-30 credits depending on diploma type.	30	30	20
Health & Physical Education	Two years required.	20	20	20
Computers & Technology	One year required.	10	10	10
TOTAL REQUIRED CREDITS		210	230	240
AP Course / College Credit Requirements	AP courses can be taken to meet minimum requirements or as elective.	N/A	20	40
Other Requirements	Minimum Cumulative GPA Required Service Learning Hours	2.00 N/A	3.25 40 hrs.	3.50 40 hrs.

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

Credit Recovery Opportunities

When students need extra help, the following supports are provided, including all student groups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and/or Math
- Tutoring After School or Saturdays

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

Upon enrollment in high school, counselors work with individual students to create a Four-Year Plan to meet the requirements for graduation. This plan is monitored and updated once per semester during the school year. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation, with creation of a Four-Year Plan for their remaining high school years. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. Minimum requirements for a standard diploma align with UC/CSU A-G requirements.

Western Association of Schools and Colleges ("WASC")

MSA-Santa Ana is accredited by WASC through June 2024. Currently, the Charter School contributes members to participate on visiting committees. MSA-Santa Ana will follow up and complete all necessary steps for accreditation beyond June 2024.

INFORMING PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

All A-G courses at MSA-Santa Ana are transferable to other public schools and meet the rigorous requirements for admission to the UC/CSU system. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with the Dean of Academics & College Advisor. As noted above, every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population.

TRANSITIONAL KINDERGARTEN

MSA-Santa Ana offers a transitional kindergarten (TK) program for any student whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK are integrated in Kindergarten classrooms. The TK program thus uses the same curriculum as the kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the Kindergarten students and incorporation of Foundations curriculum goals. Teachers are trained to employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

MSA-Santa Ana will comply with teacher credential requirements for TK classrooms, specifically, teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

MSA-Santa Ana announces its annual calendar before the beginning of each instructional year. MSA-Santa Ana's academic year includes 181 instructional days, with 135 regular days, 34 Monday "early release" days for teacher professional development and collaboration, and 12 Minimum Days for parent/teacher conferences. At a minimum, teachers attend four MPS-wide professional development days during the school year (two in summer and two during the year) and five additional professional development days held at their school site prior to the beginning of the school year for collaborative planning and training.

Following is a detailed calendar for 2018-19, followed by a more summary draft instructional calendar for the 2019-20 school year.

MSA-Santa Ana Academic Calendar 2018-19

July 2018

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

August 2018

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October 2018

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November 2018

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December 2018

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January 2019

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February 2019

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

March 2019

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2019

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2019

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2019

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MPS Administrative Team Training	Monday, Jul-30
MPS Teacher Training	Aug 1-Aug 2
Teacher In-Service	Aug 6-Aug 10
Parent Orientation	Friday, Aug-10
1st Day of School	Tuesday, Aug-14
Labor Day - No School	Monday, Sep-03
Back to School Night (4pm-6pm) - Secondary	Wednesday Sep-05
Back to School Night (4pm-6pm)- Elementary	Thursday, Sep-06
Progress Report-1	Friday, Sep-21
Staff PD-Min Day	Friday, Sep-21
Picture Day	Monday, Sep 24
Parent Teacher Conferences (3:30pm - 5:30pm)	Oct-1-5
Minimum Day	Friday, Oct-05
MPS Staff PD-No School	Friday, Oct-19
Progress Report-2	Friday, Nov-02
Staff PD-Min Day	Friday, Nov-02
Veterans Day - No School	Monday, Nov-12
Thanksgiving Break - No School	Nov 19- Nov 23
Final Exams - Minimum Days	Dec 12-Dec 14
GRADES DUE- 1st Semester Ends	Friday, Dec-14
Report Card #1	Friday, Dec-14
Winter Break - No School	Dec 17- Jan 7
First Day of 2nd Semester	Monday, Jan-07
Open enrollment end date	Friday, Jan 11
Civil Rights Day / MLK Day-No School	Monday, Jan-21
Enrollment Lottery Day	Thursday, Jan-31
Presidents Day-No School	Monday, Feb-18
Progress Report-3	Friday, Feb-22
Staff PD-Min Day	Friday, Feb-22
MPS Staff PD-No School	Friday, Mar-08
Parent Teacher Conferences Day (3:30 - 5:30 pm)	March 11th-15th
Staff PD / Minimum Day	Friday, Mar-15
Cesar Chavez Day-No School	Monday, Apr-01
Progress Report-4	Friday, Apr-12
Spring Break-No School	Apr 15- Apr 19
Memorial Day - No School	Monday, May-27
Open House (Elementary)	Thursday, May-30
Final Exams - Minimum Days	Jun 5- Jun 7
Staff Wrap Up Meetings	Jun 3- Jun 7
GRADES DUE- 2nd Semester Ends	Friday, Jun-07

CAASPP Testing	
SBAC Testing	May of 2019

MAP Test Dates	
MAP Test 1	August of 2018
MAP Test 2	May of 2019

LEGEND	
	NO SCHOOL DAY
	REGULAR DAY
	SHORT DAY
	MINIMUM DAY

DISMISSAL TIME		
	Elementary	Secondary
Regular Day	2:35	3:01
Short Day	1:40	2:01
Minimum Day	12:40	1:05

Parent Teacher Conferences	
Parent Teacher Conference 1	Oct 1-Oct 5
Parent Teacher Conference 2	March 11- March 15

2019-20 MPS ACADEMIC CALENDAR
MSA-Santa Ana

Holidays & Breaks
Important Dates

Independence Day	4-Jul
First Day of Instruction	**20-Aug**
Labor Day	2-Sep
Staff P.D. Day (Pupil Free Day)	**18-Oct**
Veterans Day	11-Nov
Thanksgiving Break	11/25-11/29
Last Day of First Semester	**14-Dec**
Winter Break	12/23-1/10
First Day of Second Semester	**13-Jan**
M. L. King Day	20-Jan
Presidents' Day	17-Feb
Staff P.D. Day (Pupil Free Day)	**6-Mar**
Cesar Chavez Day	3-Apr
Spring Break	4/6-4/10
Memorial Day	25-May
Last Day of Instruction	**12-Jun**

# of Instructional Days:	181

Sample Daily Schedules

Elementary students in grades TK-K attend school from 8:30 a.m. – 1:15 p.m.; students in grades 1-5 attend school 8:20 a.m. – 2:35 p.m. Middle and High School students attend from 8:00 a.m. – 3:01 p.m. each day, with early release at 1:59 p.m. on Tuesday for teachers to attend an hour and forty-five-minute professional development and collaborative planning session.

Elementary Sample Schedules (TK-K)

	Class	Time
Breakfast		7:45-8:15
Block 1	ELA/ELD	8:30-9:30
Recess		9:30-9:50
Block 2	Math	9:50-11:10
Lunch		11:10-11:50
Block 3	Science/Social Studies	11:50-1:15

Elementary Sample Schedules (1-5)

	Class	Time
Breakfast		7:45-8:15
Block 1	ELA including SSR/ELD	8:20-9:30
Recess		9:30-9:50
Block 2	Social Studies (with embedded and designated Visual and Performing Arts)	9:50-11:10
Lunch and Health/P.E.		11:10-12:10
Block 3	Science	12:10-1:30
Block 4	Math	1:30-2:35
Club/tutoring		2:45-3:30

Sample Middle School Schedule

MIDDLE SCHOOL			**6**	**7**	**8**
1st Period	8:00 AM	9:00 AM	PHYSICAL EDUCATION	INTEGRATED SCIENCE 7	MATH 8
Nutrition	9:00 AM	9:10 AM			
2nd Period	9:13 AM	10:07 AM	MATH 6	MATH 7	PHYSICAL EDUCATION
3rd Period	10:10 AM	11:04 AM	ENGLISH LANGUAGE ARTS 6	PHYSICAL EDUCATION	HISTORY-SOCIAL SCIENCE 8
4th Period	11:07 AM	12:01 PM	COMPUTER	HISTORY-SOCIAL SCIENCE 7	INTEGRATED SCIENCE 8
LUNCH	12:04 PM	12:34 PM			
SSR (Reading)	12:37 PM	1:07 PM	SSR/ELD	SSR/ELD	SSR/ELD
5th Period	1:10 PM	2:04 PM	HISTORY-SOCIAL SCIENCE 6	COMPUTER	ENGLISH LANGUAGE ARTS 8
6th Period	2:07 PM	3:01 PM	INTEGRATED SCIENCE 6	ENGLISH LANGUAGE ARTS 7	FUNDAMENTALS OF ART
Clubs/Tutoring	3:05 PM	4:00 PM			

Sample High School Schedule

HIGH SCHOOL			9	10	11	12
1st Period	8:00 AM	9:00 AM	Computer Literacy 2 (HS Grad Reqts)	Physical Education 2 (HS Grad Reqts)	English 11 (A-G & HS Grad Reqts)	English 12 (A-G & HS Grad Reqts)
2nd Period	9:03 AM	9:57 AM	Spanish 1 (HS Grad Reqts)	Chemistry (A-G & HS Grad Reqts)	AP Art (A-G & HS Grad Reqts)	Robotics (HS Grad Reqts)
NUTRITION	9:57 AM	10:07 AM				
3rd Period	10:10 AM	11:04 AM	English 9 (A-G & HS Grad Reqts)	World History (A-G & HS Grad Reqts)	Physics (A-G & HS Grad Reqts)	Biology (A-G & HS Grad Reqts)
4th Period	11:07 AM	12:01 PM	Biology (A-G & HS Grad Reqts)	English 10 (A-G & HS Grad Reqts)	AP US History (A-G & HS Grad Reqts)	AP Calculus (A-G & HS Grad Reqts)
ADVISORY	12:04 PM	12:34 PM	Advisory/ELD	Advisory/ELD	Advisory/ELD	Advisory/ELD
LUNCH	12:37 PM	1:07 PM				
5th Period	1:10 PM	2:04 PM	Physical Education (HS Grad Reqts)	Integrated Math 2 (A-G & HS Grad Reqts)	Psychology (A-G & HS Grad Reqts)	American Government (A-G & HS Grad Reqts)
6th Period	2:07 PM	3:01 PM	Integrated Math 1 (A-G & HS Grad Reqts)	Spanish 2 (HS Grad Reqts)	Pre-Calculus (A-G & HS Grad Reqts)	Journalism (HS Grad Reqts)
Clubs/Tutoring	3:05 PM	4:00 PM				

INSTRUCTIONAL DAYS AND MINUTES

Based on the sample school calendar and bell schedules above, the following table shows calculation of the instructional minutes that will be offered at the Charter School for the 2018-19 school year. MSA-Santa Ana exceeds required instructional minutes for each grade span (36,000 minimum for Transitional Kindergarten and Kindergarten; 50,400 for grades 1-3; 54,000 for grades 5-8 and 64,800 for grades 9-12).

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Alt. Days	Number of Instr. Minutes Per Alt. Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above / Below State Req't.
TK/K	Yes	135	245	34	245	12	240	0	0	181	36000	44285	8285
1	Yes	135	315	34	260	12	230	0	0	181	50400	54125	3725
2	Yes	135	315	34	260	12	230	0	0	181	50400	54125	3725
3	Yes	135	315	34	260	12	230	0	0	181	50400	54125	3725
4	Yes	135	315	34	260	12	240	0	0	181	54000	54245	245
5	Yes	135	315	34	260	12	240	0	0	181	54000	54245	245
6	Yes	135	378	34	318	12	285	0	0	181	54000	65262	11262
7	Yes	135	378	34	318	12	285	0	0	181	54000	65262	11262
8	Yes	135	378	34	318	12	285	0	0	181	54000	65262	11262
9	Yes	135	378	34	318	12	285	0	0	181	64800	65262	462
10	Yes	135	378	34	318	12	285	0	0	181	64800	65262	462
11	Yes	135	378	34	318	12	285	0	0	181	64800	65262	462
12	Yes	135	378	34	318	12	285	0	0	181	64800	65262	462

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The Principal establishes a hiring committee that may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant grade or subject from MSA-Santa Ana. The Home Office staff joins the school-level hiring committee as needed. 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 MSA-Santa Ana's years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule is used in the hiring process:

- In order to recruit new teachers, the Principal with the support of Human Resources starts advertising on frequently visited websites such as edjoin.org, teachers-teachers.com, MPS Careers website and in local newspapers by the beginning of February. Referrals from MSA-Santa Ana's staff and parents will also be taken into consideration.
- The hiring committee conducts interviews during the months of February through August to hire the teachers. The hiring committee considers the Charter School's mission and the target student population in selecting the most qualified teachers for the positions available. (Detailed job descriptions are included in Element 5.)

PROFESSIONAL DEVELOPMENT

Professional development occurs at the MPS organizational level and within each school. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Santa Ana provides all staff with multiple opportunities to grow professionally. MSA-Santa Ana assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan in our Single Plan for Student Achievement, MSA-Santa Ana determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCs")

MSA-Santa Ana is organized into Professional Learning Communities by grade level and by department. 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 in our Single Plan for student Achievement, 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?

We use 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

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 are required on MSA-Santa Ana's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

School-wide Meetings and Professional Development Activities

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASSP/CAA, CAST, ELPAC, online blended learning data, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

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

Grade Level Staff Meetings

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

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Instructional 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 participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-Santa Ana holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter School's operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August with two days of intensive training, after which teachers continue their training and collaboration at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

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

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

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

Beginning Teacher Support and Assessment Program ("BTSA")

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

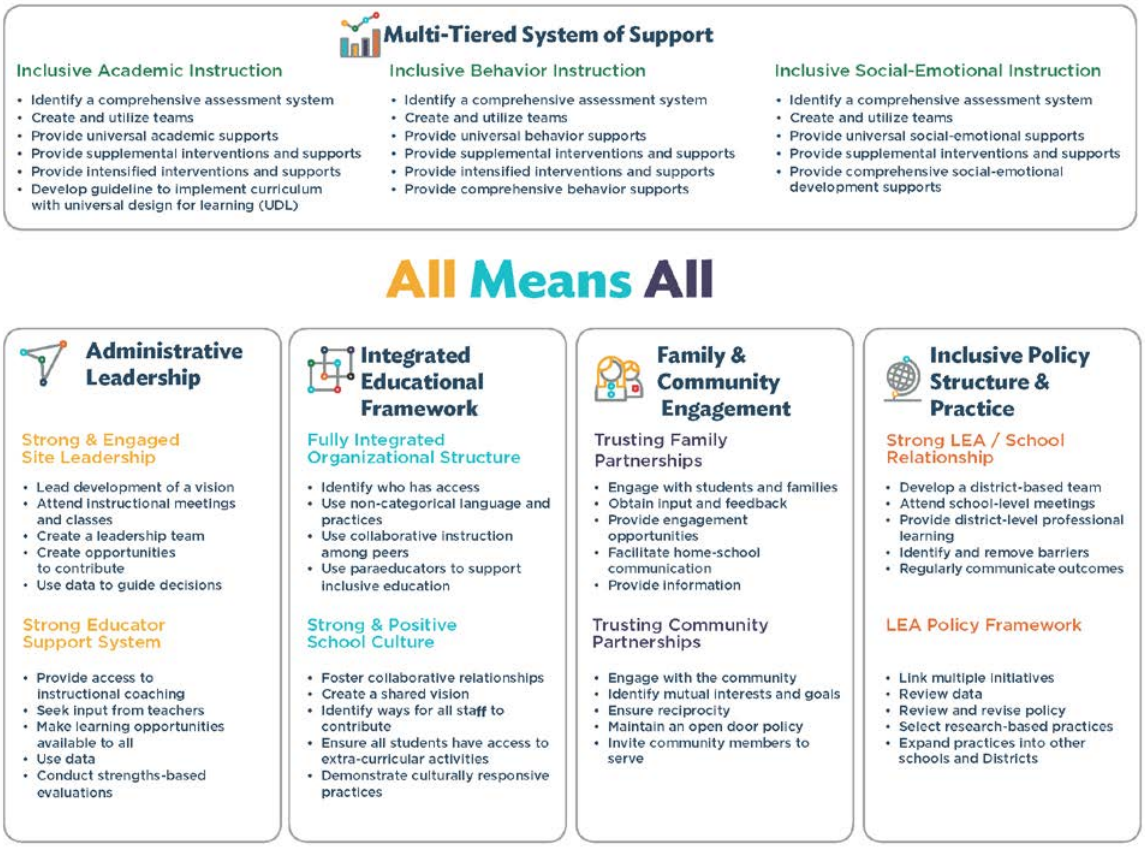
Ongoing Professional Development Program for Special Education

MSA-Santa Ana conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Ana's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-Santa Ana conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically

restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

MEETING THE NEEDS OF ALL STUDENTS

With grants from CA SUMS MTSS Initative, MSA-Santa Ana is moving forward with the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.



Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. swiftschools.org

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-SA recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-SA implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to

reward students for demonstrating positive behavior. School site Deans and upper level academic coaches lay a foundation to engage students and enhance learning. With the support of this grant initiative, our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Santa Ana has ability to quickly identifying low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-Santa Ana utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are 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 are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Santa Ana program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-SA's principal approach that a school intentionally builds consistent math and ELA intervention time into the entire school schedule.

Various implementations are used. Implementation strategies may include:

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

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Santa Ana has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

As MSA-Santa Ana migrates from a Response to Intervention (RTI) to MTSS model, the intervention process will continue to use the following to inform, monitor, and implement support strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year

- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

High- quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

Across MSA-Santa Ana, support and intervention begins with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, schools establish a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Behavioral and socio-emotional supports are centered around School-Wide PBIS, led by Deans of Student. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

As the first stage of intervention/support student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time with these interventions may vary, but generally do not exceed 8 weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Exams, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are provided new, targeted interventions. A student success team is gathered to determine intensive support.

Targeted Interventions

Targeted interventions are utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive

tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory (see Course Description above)

Pull out supports are utilized to support students who require additional academic support. The learning lab will be used with the commencement of the 2018-19 school year.

Students receiving targeted interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into a more intensive stage of intervention.

Intensive Interventions and Evaluation

Our schools have both push-in and pull-out services with specialists to ensure students with the most significant needs are properly supported. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

Students may receive individualized, intensive interventions that target specific skill deficiencies that include:

- All interventions listed above
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by

working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").

- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum
MSA-Santa Ana utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Santa Ana supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Santa Ana fosters an inclusive model of education. As such, professional development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Santa Ana contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Santa Ana deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

ENGLISH LEARNERS

MSA-Santa Ana will comply with all federal and state mandates regarding English Learner education and re-designation of EL students. MSA-Santa Ana will meet all requirements of federal and state law regarding equal access to the curriculum for EL students. MSA-Santa Ana will ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

MSA-Santa Ana endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MSA-Santa Ana also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MSA-Santa Ana provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research (<10 years), as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

Source	Year	Summary
The Understanding Language District Engagement Subcommittee at Stanford University	*2012*	1. *Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.* 2. *Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.* 3. *Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.* 4. *Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.* 5. *Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.*

		6. *Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.*
Research to Guide English Language Development Instruction by Saunders & Goldenberg	*2010*	1. *Providing ELD instruction is better than not providing it.* 2. *ELD instruction should include interactive activities, but they must be carefully planned and carried out.* 3. *A separate block of time should be devoted daily to ELD instruction.* 4. *ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.* 5. *ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).* 6. *ELD instruction should integrate meaning and communication to support explicit teaching of language.* 7. *ELD instruction should provide students with corrective feedback and form.* 8. *Use of English should be maximized during ELD instruction; the primary language should be used strategically.* 9. *Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.* 10. *ELD instruction should emphasize academic language as well as conversational language.* 11. *ELD instruction should continue until students reach Level 5.*
Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners	*2010*	*Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:* • *An LTEL program must emphasize urgency, acceleration, and focus.* • *School must address the distinct needs of LTELs.* • *LTELs need both language development and literacy development.* • *Language development and academic gaps must be addressed across the curriculum.* • *An LTEL program should support home language development.*

		• *LTELs need a rigorous curriculum.* • *LTELs need invitation, support, and insistence that they become active participants in their own education.* • *An LTEL program should recognize the importance of positive relationships between the students and school staff.* • *An LTEL program should encourage full integration with other students and with the school.*

MSA-Santa Ana follows all federal and state laws in providing equal educational opportunities for ELs. MSA-Santa Ana implements the MPS-wide English Learner Master Plan that outlines the following components of a strong program:

A. Identification of English Learners
B. Assessment of English Learners
C. Parent Notification
D. Placement of English Learners
E. Newcomers and Long-Term English Learners
F. Monitoring English Learner Progress
G. Reclassification of English Learners
H. Staff Qualifications and Professional Development
I. Evaluating Program Effectiveness

A. Identification of English Learners

When a student enrolls at MSA-Santa Ana, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student's cumulative file and CALPADS records will also be checked by office staff to determine the student's ELP status.

The HLS is made up of the following four questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The State Board of Education's approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is "English" then the child is classified as "English Only" (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given an English language proficiency exam.

- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school's discretion.

Parent rights regarding the HLS are as follows:

- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial English Language Proficiency Assessments for California (ELPAC), the student's classification will be adjusted to reflect the amendment. However, if the student has already taken the ELPAC, then the amendment will not affect the student's classification subsequently determined by the results of the ELPAC. An initial student who takes the ELPAC for ELP is classified as "To Be Determined" (TBD) until the official results are received.

The first HLS on file for a student supersedes all HLS forms completed at a later time. The answers on this initial HLS must be documented in the Student Information System (SIS). If the school has a reasonable doubt of a student's ELP, then that student may be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must document the reasons for ELPAC administration on the HLS. This annotation must be signed and dated by the school principal. Parents will then be informed by a certificated staff member of the student's assessment results and program placement.

B. Assessment of English Learners

Initial Assessment ("IA"): Students whose ELP is "To Be Determined" according to their HLS (and with no other documentation of their English language designation available) will be tested in the Fall using the ELPAC.

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Based on the initial student's performance on the ELPAC, he/she may be classified as an EL or an Initial Fluent English Proficient ("IFEP") student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC) until he/she meets the reclassification criteria established by MSA-Santa Ana according to state law.

Assessment of Annual Students: Students who are classified as ELs will be tested annually using the ELPAC Summative Assessment ("SA"). This ELP test will be administered during the Spring test administration window. At this time, MSA-Santa Ana is waiting for a recommendation from the CDE regarding reclassification threshold scores. In the interim, these scores are locally determined and outlined in Section G.

Assessment of Students with an IEP/504 Plan: EL students on an IEP or Section 504 plan will be assessed using the accommodations, modifications, or alternative assessments for the current ELP exam as specified in their plan.

C. Parent Notification

Parents of students who are administered the initial and annual ELPAC will receive notification of the following, within 30 calendar days of test administration:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs

All parent notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by the MSA-Santa Ana EL Coordinator.

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used to determine placement and reclassification.

Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

D. Placement of English Learners - Structured English Immersion Program

All MSA-Santa Ana EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as "acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English." Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long-Term English Learners receive supplemental services in the program as outlined below.

Designated English Language Development: Designated ELD is defined by the California ELD Framework as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English." The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Elementary Designated ELD: MSA-Santa Ana provides EL students in elementary grades with a minimum 30-minute block of designated English Language Development. Additionally, EL students are placed in in a supplemental class during the Sustained Silent Reading (SSR) period to provide additional, targeted support.

Eligible Students	***Program Description***
All ELD Levels (1-4)	• Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels. • Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher's aide. • Primary curriculum used is the designated component of McGraw Hill's Wonders, used in conjunction with supplemental programs such as DuoLingo and BrainPOP ESL.

Secondary Designated ELD: Depending on the EL student's ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core classes. The following program description is the minimum we provide at MSA-Santa Ana. Depending on the student's ELD level we provide additional support to our English Learners, as long as it does not interfere with the student's overall academic enrichment, or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

Middle School - Grades 6-8	
Eligible Students	***Program Description***
ELD Levels 1-2 *ELs with "minimally" or "somewhat developed" proficiency in English*	• EL students who are ELD Levels 1-2 receive one period of designated ELD. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
ELD Levels 3-4 *ELs with "moderately" or "well developed" proficiency in English*	• EL students who are ELD Levels 3-4 receive designated ELD in their core classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.

	• This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Core teachers work with the site-level EL coordinator and Dean of Academics to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella's Academic Vocabulary Toolkit.

High School - Grades 9-12	
Eligible Students	***Program Description***
ELD Levels 1-2 *ELs with "minimally" or "somewhat developed" proficiency in English*	• EL students who are ELD Levels 1-2 receive one period of designated ELD during the school's Advisory or Study Skills class. This ELD class will not interfere with a student's A-G requirements. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
ELD Levels 3-4 *ELs with "moderately" or "well developed" proficiency in English*	• EL students who are ELD Levels 3-4 receive designated ELD in their core classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels. • Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.

Integrated English Language Development:
Integrated ELD is defined by the California ELD Framework as "ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners."

At MSA-Santa Ana, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, MSA-Santa Ana EL Coordinator provides regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

About the CHATS Framework: Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is "meant to empower teachers who haven't been formally trained in ESL with planning tools that make content comprehensible to their English language learners," while "providing ELs with opportunities to build up their academic language" in the content classroom. All MSA-Santa Ana teachers have access to this book and are consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning.

E. Newcomers and Long-Term English Learners

Newcomers: A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MSA-Santa Ana, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student's English language proficiency, he/she may be placed in a designated ELD class, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPOP ESL, No Red Ink, and NewsELA. When possible, MSA-Santa Ana will strive to obtain tutors that speak the student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MSA-Santa Ana will have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MSA-Santa Ana. Newcomers are carefully monitored for growth by the MSA-Santa Ana EL Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level EL Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MSA-Santa Ana. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MSA-Santa Ana staff. Some other social-emotional supports that are provided to newcomers at MSA-Santa Ana are: class cohorts and linguistic partners(being paired up with a peer that speaks their language when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

Long-Term English Learners: A Long-Term English Learner (LTEL) is defined as an EL student who has been enrolled in a U.S. school for more than six years yet has not been reclassified. MSA-Santa Ana is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MSA-Santa Ana are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies and are placed with English proficient students in core and elective courses.

At the beginning of the school year, MSA-Santa Ana school leaders and EL coordinator will determine who their LTEL students are and mark them in the student information system. They will review redesignation data and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) enrolled in middle school will be placed in a specialized "Power English" course for one semester (may be provided in a pull-out model). This class does not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in high school will receive ongoing, individualized support from the site-level EL Coordinator. Data will be reviewed and the student will work with the coordinator to create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MSA-Santa Ana will focus on the following universal strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

Pathways for Newcomers and LTELs will be evaluated by the MSA-Santa Ana EL Coordinator every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

F. Monitoring English Learner Progress

English Learners at MSA-Santa Ana are monitored through ELD portfolios, which are maintained by the classroom teacher and monitored monthly by the EL Coordinator. ELD portfolios will contain the following documents:

- Copy of the most recent ELP exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- “My Road to Reclassification” document (allows students to independently track their progress)
- Action plans and goals

Supplemental templates and monitoring documents are available to all Charter School coordinators in a shared secure, password protected, online folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

Weekly/Bi-weekly	***Monthly***	***Annually***
• Core teachers review current class grades and notify parents of ELs if their child is failing. • School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.)	• Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio. • Teachers and EL coordinator notify parents of EL students who are not making adequate progress towards proficiency.	• January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and EL coordinator.

G. Reclassification of English Learners

MSA-Santa Ana uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

<table>
<tr><th></th><th>Grades K-5</th><th>Grades 6-12</th></tr>
<tr><td>English Language Proficiency Assessment</td><td colspan="2">ELPAC: Overall score of 4 with a minimum score of 3 in each domain.

**Official threshold scores are forthcoming from the CDE. The MPS EL Master Plan will reflect the new recommendations as soon as they are available.</td></tr>
<tr><td rowspan="2">Basic Skills Assessment</td><td colspan="2">NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</td></tr>
<tr><td>
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Gr. 1</td><td>167</td><td>170</td><td>173</td></tr>
<tr><td>Gr. 2</td><td>173</td><td>176</td><td>179</td></tr>
<tr><td>Gr. 3</td><td>179</td><td>187</td><td>191</td></tr>
<tr><td>Gr. 4</td><td>191</td><td>197</td><td>200</td></tr>
<tr><td>Gr. 5</td><td>197</td><td>202</td><td>204</td></tr>
</table>
</td><td>
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Gr. 6</td><td>200</td><td>204</td><td>206</td></tr>
<tr><td>Gr. 7</td><td>205</td><td>208</td><td>210</td></tr>
<tr><td>Gr. 8</td><td>208</td><td>211</td><td>212</td></tr>
<tr><td>Gr. 9</td><td>211</td><td>213</td><td>215</td></tr>
<tr><td>Gr. 10</td><td>214</td><td>216</td><td>218</td></tr>
</table>
</td></tr>
</table>

		Gr. 11	217	219	221
		Gr. 12	220	222	224
	~OR~				
	C: ELA/Literacy score of 2 (Nearly Met) or above				
Teacher Evaluation	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.				
Parent Consultation	Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child's eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site. The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting.				

Reclassified students are monitored for a period of four years by our EL Coordinator. This is done to ensure that they have not been re-designated too early, and that they are successfully participating in the academic program without incurring deficits. Deans and EL coordinator monitor reclassified students' academic progress annually by reviewing benchmark scores, MAP and SBAC scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with MSA-Santa Ana to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

H. Staff Qualifications and Professional Development Plan

The teachers and staff at MSA-Santa Ana understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction. In order to facilitate rigorous ELD instruction, the following staff qualifications and plans for professional development are in place at MSA-Santa Ana:

Staff Qualifications: All MSA-Santa Ana teachers providing academic instruction to EL students will hold a CLAD/BCLAD credential or other approvable CCTC certification authorizing them to teach English Language Learners. Outlined below are the duties of teachers, MSA-Santa Ana EL Coordinator, and the MPS EL Coordinator.

MSA-Santa Ana teachers:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.

- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MSA-Santa Ana ELD Teachers do all of the above and:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide a safe, enriching learning environment for ELs, with ample opportunities to practice language acquisition.
- Use the prescribed, standards-based, state-approved curriculum to instruct ELs.
- Differentiate instruction based on ELD level and grade level.
- Provide opportunities for ELs to practice all four domains in each class period.
- Utilize supplemental resources to provide additional support.
- Create structured and predictable classroom routines.
- Create weekly lesson plans aligned to the ELD standards.

MSA-Santa Ana EL Coordinator's responsibilities include:

- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.
- Monitor the creation and maintenance of an ELD portfolio for each EL student to monitor and showcase progress.
- Regularly communicate with staff regarding the progress of ELs.
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS EL Coordinator's responsibilities include:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).

- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train EL Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined above, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the MPS consortium will hold MSA-Santa Ana accountable are:

- Create Title III folders for MSA-Santa Ana with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with MSA-Santa Ana school leadership and the EL Coordinator to ensure that folders are maintained and updated.
- The MPS executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- MSA-Santa Ana school leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- MPS EL Coordinator will conduct regular classroom walk-throughs to ensure program fidelity.
- MPS EL Coordinator will support teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Professional Development Plan: Professional development for teachers of English Learners will be extensive and ongoing at MSA-Santa Ana. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs. Effective professional development will include:

- ELD workshops for teachers at the MPS Summer In-Service.
- Overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all MPS schools.
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training per year (this may be done off or on site...for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders.

- When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators per year. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

I*. Evaluating Program Effectiveness*

The Charter School will use ELPAC results, along with scores on Smarter Balanced ELA/Literacy tests, MAP tests, teacher evaluations, and parent consultations 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 (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. MSA-Santa Ana 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 CHATS/SIOP/SDAIE/GLAD 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 CHATS/SIOP/SDAIE/GLAD instruction or support are being delivered in the manner outlined in the 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 CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the English Learners 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

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The MPS EL Coordinator will support implementation of the MPS EL Master Plan and program, as well as ensure that all appropriate EL services are being delivered at MSA-Santa Ana, maintain and update this master plan as needed, attend relevant trainings, and provide ELD resources to all MSA-Santa Ana teachers and staff.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

MSA-Santa Ana is committed to supporting gifted and highly capable students in a safe, caring environment that promotes a college preparatory, STEAM education. Within all classes, teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group. School site academic administrators monitor student progress through our SIS system.

MSA-Santa Ana's identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-Santa Ana includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups. Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.

To identify students who are gifted, MSA-Santa Ana administers the *Otis- Lennon School Ability Test (OLSAT)*. Students are assessed for GATE in 3rd, 6th, and 9th grades. The OLSAT is a multiple-choice test that is comprised of both verbal and nonverbal questions, used to measure a child's critical thinking and reasoning skills. Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

GATE teams, comprised of the GATE coordinator or Special Education Teacher, Academic Dean, and General Education teacher, review all pieces of data and then make a determination of eligibility. All students will be monitored by our school site academic administrators through our SIS system.

Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. In secondary grades, through Honors classes, AP

classes and dual enrollment classes, students who demonstrate high achievement, interest and/or ability are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research.

In addition, enrichment activities supplement learning for our advanced students both within and outside the regular classroom and expose students to STEAM programs early on in their educational careers. Activities may include but are not limited to:

- Math: American Mathematics Competitions, International Mathematics Olympiad, MathCounts
- Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl
- Academic Decathlon and Academic Pentathlon
- Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, VEX Robotics

Congressional Award Program ("CAP")
This voluntary mentorship program is designed to help qualified students improve their skills in academics, athletics, character education, leadership, and voluntary public service. CAP 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 world and U.S. colleges. Students in the CAP program commit to program goals and requirements that include weekly, monthly, and annual benchmarks. Parents are involved and community resources are used to implement a successful program. Through this program, students are eligible to receive a bronze, silver, or gold Congressional Award.

Accelerated Pathways
Students may participate in the following advanced educational opportunities:

- AP
- Honors
- Accelerated Math
- Clubs
- GATE Identification
- Online Course Options
- Dual enrollment at Community College

STUDENTS ACHIEVING BELOW GRADE LEVEL

MSA-Santa Ana identifies low-achieving students in the first days of the academic year, and implements early intervention where indicated, pursuant to the MTSS model detailed above. As detailed throughout this petition, MSA-Santa Ana teachers meet regularly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CAASPP, School/teacher assessments) is disaggregated and subject teachers work on the data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are identified and analyzed. Student progress is monitored by teachers who utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Goals are set with the students for specific subject areas based on the assessment data that are aligned to students Four-year Plan. Teachers differentiate instruction per their students' cognitive and social needs.

Targeted English and Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, an Academic Success Plan (ASP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such ASP's include subject-related readings, additional homework, and mandatory after-school tutoring.

The subject teachers and the Dean of Academics monitor each student's academic progress. Parents remain informed of their student's academic progress during this process via parent-student-teacher meetings and parent access to student grades and progress reports through the online school information system.

Socio-Economically Disadvantaged/Low Income Students

The instructional design of MSA-Santa Ana addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Santa Ana's data cycle.

Students with Disabilities

MSA-Santa Ana is committed to meeting the needs of all of our students with disabilities, and pledges to work in cooperation with the OCBE and the El Dorado County Charter Special Education Local Plan Area (SELPA) 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 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, MSA-Santa Ana will comply with OCBE and SELPA guidelines and all California laws pertaining to students with disabilities.

MSA-Santa Ana has the overarching goal of creating classrooms that reflect the natural diversity present in the surrounding community with respect to ability, socioeconomic status, language, and culture. No admission decision for MSA-Santa Ana will in any way be based upon a student's disability or special education status. Information about a student's disabilities, including special education or Section 504 status, will not be included on any enrollment applications, and will not be taken into account in determining whether a student will be admitted to MSA-Santa Ana. There are no quotas or admission spots reserved for students with or without disabilities; rather, MSA-Santa Ana supports all students

attending the school according to their particular learning needs and in full accordance with the IDEA, Section 504, the ADA, and any other state or federal civil rights law.

The following description regarding how special education and related services are provided and funded is provided for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).

SELPA Affiliation

MSA-Santa Ana is an independent Local Education Agency (LEA) member in the El Dorado Charter SELPA for purposes of special education pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

As an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), MSA-Santa Ana will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

MSA-Santa Ana will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. MSA-Santa Ana agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

Child Find

MSA-Santa Ana understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. No assessment or evaluation will be used for admission purposes.

As noted above, MSA-Santa Ana will implement a Response to Intervention (RTI) framework, prior to referring a child for an evaluation under IDEA. However, MSA-Santa Ana shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or MSA-Santa Ana staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. If the Student Success 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.

MSA-Santa Ana shall be solely responsible for compliance with state and federal Child Find requirements. MSA-Santa Ana shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. MSA-Santa Ana's internal method for referral for assessment will be the Student Success Team (SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that MSA-Santa Ana receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. MSA-Santa Ana shall respond to a written request for assessment within 15 days.

If MSA-Santa Ana concludes that an assessment is appropriate, the parent/guardian 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/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

ASSESSMENT

MSA-Santa Ana shall be solely responsible for conducting special education assessments deemed necessary and appropriate by MSA-Santa Ana and as agreed to by the parent in the Assessment Plan. The Principal will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

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. 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.

MSA-Santa Ana will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA 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 will 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 eligibility for special education. MSA-Santa Ana 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/guardians 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 for special education will have an IEP that documents assessment results and eligibility determination for special education services.

MSA-Santa Ana shall be solely responsible for ensuring that all aspects of the IEP are provided. MSA-Santa Ana will provide modifications and accommodations outlined within each individual's IEP and serve each student 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 will 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 SELPA Representative, if appropriate;
- 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 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/guardian in accordance with state and federal laws. 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 SELPA 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, including cogent and responsive explanations for the recommendations;
- 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 and appropriately ambitious for his/her circumstances. The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state 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
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

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 (ITP) is 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.

MSA-Santa Ana shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three times per 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.

If a parent/guardian 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.

Special Education Strategies for Instruction and Services

MSA-Santa Ana will offer a comprehensive program that includes differentiated instruction for all learners, and the myriad other programmatic aspects detailed above that are designed to support diverse learners' needs, including the needs of students with disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, MSA-Santa Ana will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

MSA-Santa Ana shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

MSA-Santa Ana shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the MSA-Santa Ana from another school within the same SELPA, MSA-Santa Ana, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and MSA-Santa Ana agree to develop and implement a new IEP.

For students transferring to the MSA-Santa Ana from another school within a different SELPA, MSA-Santa Ana, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time MSA-Santa Ana shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to MSA-Santa Ana from a school outside of California, MSA-Santa Ana shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until MSA-Santa Ana conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by MSA-Santa Ana, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

MSA-Santa Ana will assume responsibility for special education staffing and service delivery. MSA-Santa Ana will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. MSA-Santa Ana shall ensure that all special education staff hired or contracted by MSA-Santa Ana is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

MSA-Santa Ana currently employs five special education teacher with specialization in mild/moderate disabilities and also specialization in moderate/severe disabilities. In partnership with the Principal, these teachers will ensure the implementation of IEPs and compliance with all special education policy, monitoring, and compliance procedures. MSA-Santa Ana will continue to employ an appropriate mix of mild/moderate and moderate/severe special education teachers as appropriate for the student population it serves as dictated by the needs indicated on student IEPs.

It will be the duty of the Principal to oversee and ensure the following:

- 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)

All teaching staff at MSA-Santa Ana will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

MSA-Santa Ana administrators, general 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 training sponsored by the SELPA.

MSA-Santa Ana shall seek professional development opportunities for its staff through potential trainings facilitated by the District, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

MSA-Santa Ana, in collaboration with the District or SELPA where appropriate, 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 Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide 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 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.

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 SAUSD or SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. MSA-Santa Ana work to arrange a meeting with the parents/guardians 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.

Dispute Resolution

MSA-Santa Ana acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of MSA-Santa Ana's alleged failure to provide FAPE to students enrolled in the charter school. MSA-Santa Ana may also initiate a due process hearing or request for mediation with respect to a student enrolled in MSA-Santa Ana if it determines such action is legally necessary or advisable.

Complaint Procedures

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

Section 504 of the Rehabilitation Act

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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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 MSA-Santa Ana shall be accessible for all students with disabilities in accordance with the ADA.

MSA-Santa Ana will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal-designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports 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.

STUDENTS IN OTHER SUBGROUPS

Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs comprise a significant percentage of our student population (19.4% Homeless in 2017-18) and are all cared for in our supportive school community. These students are identified through teacher/family/staff referral. Our Student Success Team process ensures these students receive any additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully through the use of MSA-Santa Ana's data cycle and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

Education for Foster Youth
MSA-Santa Ana recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, MSA-Santa Ana shall provide them with full access to our educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in our LCAP.

As detailed in our "Education for Foster Youth Policy," in order to help facilitate the enrollment, placement, and transfer of foster youth to MSA-Santa Ana, we have designated the CEO/Superintendent as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the "best interests" of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth has equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all MSA-Santa Ana students. MPS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. MPS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

Education for Homeless Youth

MSA-Santa Ana has an unusually large homeless enrollment – 19.4% in 2017-18. The school refers to "homeless youth" as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youth who (42 USC 11434 (a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Have a primary night-time residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth may be considered homeless if they meet the above definition of "homeless."

The Principal of MSA-Santa Ana serves as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).)

The Principal who serves as the Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at MSA-Santa Ana
- Homeless students and families receive educational services for which they are eligible
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless children and youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency ("LEP"), vocational and technical programs, gifted and talented programs, and school nutrition programs.
- The Principal or designee will monitor Homeless students' progress.

"A TYPICAL DAY"

If prospective 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, they would see students heading toward their classrooms. Across different grade levels as a full TK-12th grade school, visitors see a diverse array of engaging instructional activities taking place in different classrooms throughout the day.

A prospective third grader, for example, would see the morning start off with homework return and then oral language/math SBAC prep following the morning routines on the daily agenda of activities. Using the MyMath curriculum objective posted standards, the visitor would see students engage in a series of activities: Hook, ABC, I Do, We Do, You Do, Active Practice, and finally an Exit Ticket to head to nutrition/recess. Going back to class after the break students would then head over to ELA using Wonders Curriculum Objectives and Standards posted to introduce key instructional routines with

Listening Comprehension, students participate in class discussions, take turns talking, listen carefully and add new ideas. For vocabulary reinforcement, students will define/have examples, word walls and a Close Reading of Literature. This session would end to administer placement and diagnostic assessment. Students would then head out to lunch and enjoy a meal from our lunch provider.

Once class is back in session, third graders would focus on science with objectives and standards referenced and written on board configuration. An intro topic example is when forces can change motion. Students would be engage in hands-on experiments to develop understanding about how forces can push and pull objects and make observations and measurements to determine how forces can push and pull objects. The hands-on activity would have the students investigate balanced forces. With literacy and math connections, students would be speaking and listening as well as to reason abstractly and quantitatively.

In social studies, a visitor might see students engage in animated social discussions about how rules help us get along with one another. The teacher might pose an "essential question" such as: Why is government important? The teacher might then discuss words relating to governance and their meaning, relating the new words to other concepts students already know. Then the teacher would explain to students that laws are a lot like classroom rules; laws help to keep our community safe. The teacher would then ask students: Where do laws come from? Why does our government create laws? Students would then pair/share and discuss the meaning of words and share/write the definitions. Finally, as a formative assessment the students are asked to summarize why laws and government services are important.

These prospective students would observe enthusiasm in both the teachers and students. Visitors would see periods of the day where the teacher is working with half the students while the rest are working online. In the computer lab, students are seen working on a core content course during their technology integration class, focusing on applying technology skills to the current unit of study.

Prospective sixth graders might be intrigued by how the teachers used fun technology to explain things. One teacher would be seen introducing 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 would use a smart board to show her students information on the web about the author, with the class continuing to research links on the web and read more about the author and his other poems.
In an Advanced Math class, students are seen tackling math brain teasers in groups. They would see sixth graders singing about the life cycle of a frog, and describing the ecosystem of the desert to their peers, some in Spanish.

Throughout middle and high school, students are seen collaboratively working on experiments and projects, independently working online, meeting with their teachers in small groups and listening to their teachers review information learned and prompting students to reflect on what they have learned. Students are using STEAM and writing skills in hands-on projects that reinforce their learning. Visitors would see students were having fun and were engaged as they learned.

What the prospective student visitors might see but not been able to put into words is 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
- Student presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)

At lunch, visitors would observe 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. Visitors might see one of our frequent guest presenters during the lunch hour, such as a local college rhetoric instructor hosting an informal chat on the history of public speaking.

The after-school program is similarly appealing to visitors. The prospective new students would see students staying after school 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. 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.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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

MSA-Santa Ana will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. MSA-Santa Ana will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

As a California charter school, MSA-Santa Ana assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. The Charter School will adopt a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school's vision and mission, based on the state and common core standards, state priorities, and our definition of an educated person in the 21st Century and the school's goals. On an annual basis, the school will engage stakeholders to prepare the Local Control Accountability Plan Annual Update that details specific goals aligned with each of the state's priorities, along with specific actions to realize each goal and fiscal allocations to support those efforts.

Our LCAP goals, actions, measurable outcomes, and measurements – aligned with the eight state priorities -- are included in Element 1, above.

Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that MSA-Santa Ana is an academic success and is achieving all of its overarching goals.

The CEO, Chief Academic Officer and other central office management staff, along with the Principal and school-site faculty are accountable for meeting MSA-Santa Ana's defined goals and objectives and achieving the school's mission and vision. The Principal is responsible for meeting target goals, and held accountable by the Chief Academic Officer, who in turn is held accountable by the CEO. The CEO reports directly to the MPS Board of Directors, which monitors student academic achievement and other stated goals included in the LCAP and individual position performance goals. The Principal is accountable for meeting applicable state accountability measures under the California State Dashboard, and any applicable federal accountability measures as may be developed.

MSA-Santa Ana will pursue the following student outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including CA CCSS) and reflect proficiency measures required by the CAASPP, California Science Test (CAST) and California Alternative Assessment (CAA), as well as state priorities detailed in California Education Code § 52060(d).

Specifically:

- MSA-Santa Ana schoolwide results on state assessments will meet or exceed the established growth target(s).
- CAASPP ELA and Math "Met/Exceeded" rates and annual growth rates will meet or exceed surrounding comparison schools, with a goal of 100% proficiency.
- Statistically significant subgroups will meet or exceed established growth targets and demonstrate a closing of the achievement gap.

In addition:

- English Learners will progress at least one level on the ELPAC each year.
- English Learner reclassification rates will meet or exceed the District's reclassification rate.
- Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year.
- MSA-Santa Ana will maintain at least 95% Average Daily Attendance.
- Suspension and expulsion rates will be lower than comparable surrounding schools in the District.
- Students will demonstrate a mastery of grade-level standards and designated outcome goals in the areas of English Language Arts, Mathematics, Science, Social Science/History.

These student outcomes are directly tied to the goal of providing students with a rigorous standards-based program while preparing them for a rigorous, college-preparatory high school.

In addition to the specific academic achievement goals detailed above, additional goals over the charter term include:

- MSA-Santa Ana will realize a high teacher retention rate and high teacher satisfaction rate (>80%) as measure on annual surveys.
- MSA-Santa Ana will demonstrate a high level of parent satisfaction (>85%) based on annual surveys.
- The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
- Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school's vision and mission as demonstrated by balanced budgets that address the school's priorities and successful external audits.

These goals and our progress toward goals communicated regularly with our entire school community via our website, meetings and newsletters sent home.

ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENTS

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 are held accountable by the MPS Board of Directors for meeting student outcome goals.

The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Santa Ana also uses the Smarter Balanced Interim Benchmark Assessments and Block Assessments approximately five times a year that are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. The Smarter Balanced Interim Assessments[20] are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-Santa Ana administers both the Interim Comprehensive Assessments ("ICAs") and Interim Assessment Blocks ("IABs") to assess student learning and inform instruction which are started in 3rd grade.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year and are started as early as 2nd grade. As explained above in Element 1, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE's website), curriculum based assessments, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill's publisher's resources, Curriculum Associates' Ready Common Core program, and ALEKS Math[21] programs 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 CCSS/frameworks which have not been achieved. All formative assessments for elementary are given through McGraw-Hill publishers teachers can access them online as well as their Teacher Manuals. Teachers also, with the help of published

[20] http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp
[21] The Charter School reserves the right to utilize alternate [resources/curriculum/vendors/providers/etc.] as long as consistent with applicable law and the needs of the Charter School, and as adopted by the Charter School administration and/or MSA Board of Directors, as applicable.

materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Assessment	Purpose/Performance Expectations	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	TK-12	Daily and/or weekly
Publisher-Designed Assessments	Assess mastery of unit/lesson content.	TK-12	End of unit/end of semester or year.
AP Exams	College readiness	8-12	In May
CAASPP/California Alternate Assessments (CAA)	State Criterion-Based Assessment in ELA and Math	3-8, 11	In May
California Science Test (CAST)	State Criterion-Based Assessment in Science	5, 8, 11	In May
NWEA MAPs	National Normed-Referenced assessments in ELA and Math	TK-11	September, December (optional), and June
PSAT/SAT/ACT	College readiness	7-12	October, November, or December
ELPAC	Measure language acquisition	TK-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	3-8, 11	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for gauging student progress	6-8, 11	February
PFT	To assist students in establishing lifetime habits of regular physical activity	5, 7, 9	February to May

DATA ANALYSIS AND REPORTING

As discussed extensively in Element 1, teachers 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. MSA-Santa Ana utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments are aligned to the Charter School's mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long-range planning of the Board of Directors.

The Charter School's staff, led by the Deans of Academics, department chairs, and intervention/enrichment coordinator, collects, analyzes and reviews the results of school-wide assessments and recommend modifications, if they are needed, to the Charter School's curriculum and other programs at the end of every semester.

All parents are apprised of their students' progress through quarterly report cards issued for all grade levels. The Charter School records 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 has computers on campus available for parent use.

ILLUMINATE: MSA-SANTA ANA'S SCHOOL INFORMATION SYSTEM

MSA-Santa Ana uses Illuminate or equivalent for its internal school information system. 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 100 pre-designed reports including CA State Average Daily Attendance and CalPads reports as well as empowering administrators to easily design reports customized to their needs. Illuminate or equivalent is a great asset to MPS such that:

- Illuminate or equivalent empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of MSA-Santa Ana at any time in any aspect, including past data.
- This custom-made system is highly adjustable according to the charter schools' needs and is continuously being developed to meet specific demands as they arise.
- Longitudinal studies can be performed using Illuminate or equivalent.

Illuminate Education is built for educators, by educators. Illuminate's mission is to create tools to promote educator and student success. They focus on student achievement and provide the teacher a tool to do it all. Assessments, report cards, gradebooks, data analysis and parent communication will no longer be in multiple places but be entered in one system. District and site-level educators can analyze trends, instructional leaders can shape curriculum, and teachers can make improvements and provide differentiated instruction.

Illuminate helps free our data. No matter where the data lives you can now see it all in one place. Therefore, we can make real-time, data-informed decisions. We can get a holistic view of the students. From groups to individuals, we can visualize the data based on academics, demographics, attendance, social-emotional, and quantitative ways.

Once we have the students' data, we can analyze it through 23 pre-built assessment reports or custom reports based on what we need. We can start intervention sooner to use it as an early warning system that helps identify at-risk students based on factors you determine. Students can feel empowered to take ownership of their learning by viewing assessment results and teacher feedback to see opportunities for growth.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

At MSA-Santa Ana course report card grades in secondary school 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 works with the Department Chair in conjunction with the Charter School's Dean of Academics to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-Santa Ana follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and 5.0 (Honors weighted) scale for Advanced Placement and honors courses.

ELEMENTARY SCHOOL GRADE PROMOTION

In grades K through 5, students 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 = Standard Not Met, 2 = Standard Nearly Met, 3 = Standard Met, 4 = Standard Exceeded

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 = Minimally Developed, 2 = Somewhat Developed, 3 = Moderately Developed, 4 = Well Developed

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

- Grades TK–2: Any student who is not at benchmark based on reading benchmark assessments or math benchmark assessments or report card grades will be identified for retention. Retention will only occur if the teacher and parent are in agreement that retention is the best intervention to ensure student success.
- Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests will be identified for retention.

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) 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.

Middle School Grade Promotion

In middle 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 middle school student must have a 2.0 GPA and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the Charter School administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies.

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 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.) A detailed description of our student appeals can be found in our Student/Parent Handbook.

- 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.

ELEMENT 4: GOVERNANCE

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(b)(5)(D).)**

MSA-Santa Ana is a direct-funded independent charter school operated by MPS as a California non-profit public benefit corporation with 501(c)(3) designation by the IRS. MSA-Santa Ana will be governed by the MPS Board of Directors ("Board") in accordance with the Charter Schools Act, California law, the MPS Bylaws, and the terms of this charter. MPS shall comply with the Brown Act and the Public Records Act. Copies of the MPS Articles of Incorporation, Bylaws and Conflict of Interest Code are in Appendix B.

MSA-Santa Ana shall operate autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as may be negotiated between the District and MSA-Santa Ana. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of MSA-Santa Ana, nor will the District be liable for claims arising from the performance of acts, errors, or omissions by MSA-Santa Ana as long as the District has complied with all oversight responsibilities required by law.

All of the MPS corporate officers shall serve in a volunteer capacity and shall not be compensated for their services as an officer. The MPS CEO shall serve as the President of the corporation, but no other MPS employees shall serve as corporate officers. All of the other officer positions may be filled either by members of the Board or other volunteers, with a preference for non-Board members in order to ensure that the Board has oversight over the officers. The roles and duties of the officers are as established in the Bylaws and in any resolutions adopted by the Board of Directors.

MPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. MPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, including the Public Records Act (Government Code section 6250 *et seq*.), the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq*.), the Brown Act (Government Code sections 54950 *et seq*.), and the requirements described at Government Code Section 1090 *et seq*. and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. MPS shall not have any employees on its Board of Directors. By the terms of its Charter, MSA-Santa Ana is obligated to comply with the requirements of the Public Records Act, the Brown Act, Government Code Section 1090 *et seq*. and the Political Reform Act to the same extent as if MSA-Santa Ana were a non-charter California public school district, regardless of any arguments regarding the applicability of those laws to California charter schools. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the District and Charter School agree to comply with the updated law or decision.

MPS has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. MPS shall review, revise and maintain that Code as current throughout the term of the Charter, and shall require all affected MPS officers, employees, representatives, consultants, and governing board members to comply therewith.

MSA-Santa Ana shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC), as applicable to the Charter School.

In the case of a conflict between the requirements of this Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of this Charter. Should the provisions of the Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of MPS, the provisions of the Charter shall prevail.

GOVERNANCE STRUCTURE

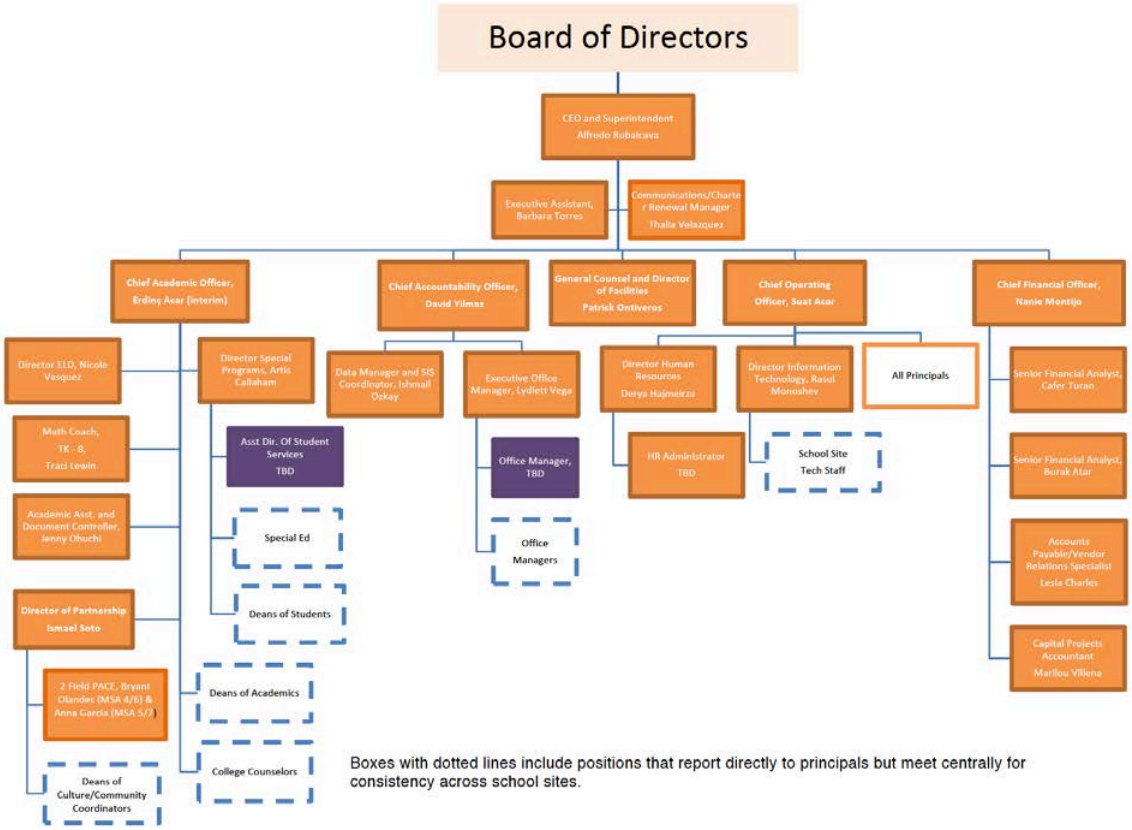
NONPROFIT PUBLIC BENEFIT CORPORATION

MSA-Santa Ana is a direct funded independent charter school operated by the Magnolia Education and Research Foundation, doing business as Magnolia Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law. The MPS Board of Directors is responsible for the oversight of MSA-Santa Ana. The Board delegates all school management decisions, such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy, to the Chief Executive Officer/Superintendent of MPS and lead school site staff.

ORGANIZATIONAL CHARTS

The following briefly details the roles of the Home Office lead staff, followed by an Organizational Chart for the school site.

MPS Organizational Chart:



(A school site organizational chart is included below.)

MPS is structured as a single 501(c)(3) nonprofit organization which includes both the Home Office and the ten Charter Schools. Charter School personnel report to the Charter School Principal who, in turn, reports to the Home Office Chief Operations Officer. The Chief Operations Officer ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the Magnolia charter schools. The leadership and Board receive financial reports broken out by each Charter school and the Home Office, and annual independent Charter School audits, as well as a consolidated audit, conducted by outside auditors (in addition to all required reviews).

BOARD OF DIRECTORS

The MPS Board of Directors ("Board") is responsible for overseeing Magnolia Science Academy-Santa Ana's operation and governance. The Board is responsible for hiring and supervising the CEO. (See below for further details about the Board's role and operation.)

MAGNOLIA PUBLIC SCHOOLS HOME OFFICE ("HOME OFFICE")

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

- Academics
    - Academic standards, assessment, compliance and evaluation
    - Curriculum
    - Professional development and coaching
    - Special Education support
    - English Learner support
    - Gifted and Talented and special programs support
    - Science and blended learning advisory
- Operations
    - Governance support
    - Finance and accounting
    - Purchasing and contract compliance
    - Policies and procedures management
    - Legal
    - Facilities
    - Risk management
    - Information technology and data management
    - Auditing and compliance
    - Regional school site operational support
- Talent
    - Human resources operations
    - Recruitment and hiring
    - Credentials and qualifications oversight
    - Leadership development and career path support
- External Relations
    - Family and community engagement
    - Facilitation of school site governance councils and LCAP management
    - Development
    - Communications

Chief Executive Officer/Superintendent ("CEO")

The CEO embodies, advocates, and puts into operation the vision, mission, and strategic direction of MPS, and oversees all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO is not a member of the Board, but will fulfill the role of the corporation's general manager and will have general supervision, direction, and control over the corporation's business and officers, subject to the control of the Board. The CEO hires, supervises, disciplines, and as needed, dismisses the Charter School's Principal, who, in collaboration with the CEO and the HR department at the MPS Home Office, hires, promotes, disciplines, and as needed, dismisses staff and teachers at the Charter School. The CEO also oversees hiring, supervision, professional

development, evaluation and dismissal of all C-level positions at the Home Office. All the C-level positions report to the CEO.

The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff.

Chief Academic Officer ("CAO")
Reporting to the CEO, the CAO is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The school administrators at each charter school as well as the curriculum and instructional support staff report directly to the CAO, who has primary authority and accountability for the academic performance of all schools. The CAO provides leadership, vision, and strategic direction for MPS' curriculum, instruction, assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the charter schools.

Chief Operations Officer ("COO")
The COO leads all internal operations and, working in partnership with the Magnolia's Home Office Executive Team, Board and other leaders, creates the strategic five-year plan and implement new processes and approaches to achieve it. The COO serves as the internal leader of MPS, coordinating the annual operations plan and leading the performance management process that measures and evaluates progress against goals for the MPS. The COO provides for all staff a strong day-to-day leadership presence; bridges all functions and supports an open-door policy among all staff; provides Board support; and leads the organization's Regional Directors and Principals. Additionally, the COO directs and manages the various core business, financial, process, and systems functions of the MPS centralized HR Department. Provides strategic and operational direction to assigned organizational components, and provides leadership to the institution in strategic human resources planning and policy, process, and systems development. Directs organizational structuring and staffing, and oversees the supervision of all managerial, professional, paraprofessional, and support staff in each organizational component. Facilities and Technology Departments report to the COO as well.

Chief Financial Officer ("CFO")
The CFO is responsible for the financial performance of MPS and each of its schools. The CFO provides effective leadership to ensure sustainability, growth, and expansion and advises the CEO and Board on strategic financial plan, financial analysis and business modeling. The CFO ensures ethical and responsible decision-making, and appropriate financial management and governance practices.

Chief Accountability Officer
The Chief Accountability Officer is responsible for overseeing all non-financial reporting and compliance functions, preparing and implementing the annual surveys, and ensuring that the organization and staff use consistent, rigorous evaluation tools to maintain the efficacy of Magnolia programs.

Director of Student Services
The Director of Student Services is responsible for the effective coordination, delivery, evaluation and refinement of student services throughout MPS schools, and for ensuring that all programs are aligned with the outcomes for student success. Student services programs include student health services, psychological services, social work services, guidance services, and other student services.

Assistant Director of Student Services

The Assistant Director of Student Services coordinates the administration, implementation, and evaluation of the MTSS, Positive Behavioral Support Program, Restorative Justice Implementation and support Charter School Deans to create a positive school climate. The Assistant Director of Student Services work collaboratively with all stakeholders to plan and support the implementation of MSA Santa Ana's Discipline Policy to create a culture shift that utilizes a restorative framework.

Director of Informational Technology
The Director of Informational Technology develops instructional material, coordinates educational content, and incorporates current technology in specialized fields that provide guidelines to educators.

Director of Partnerships
The Director of Partnerships works under the supervision of CEO, is involved with all aspects of developing and maintaining external program partnerships, corporate partnership and volunteer programs. This position requires an individual who is a strategic thinker, can anticipate and troubleshoot possible issues that may arise in volunteer and external partnership development.

CMO EL Coordinator
The CMO EL Coordinator reports to the CAO. The Coordinator provides direct supplemental services to English Learners and teachers of EL at all consortium member schools. The EL Coordinator supports implementation of the LEA's EL Master Plan and Program and ensures that all appropriate EL services are being delivered at each member school.

Academic Assistant and Document Controller
The Academic Assistant and Document Controller provides assistance to the administrative team. Duties include, but are not limited to: answering phones, producing reports for district and government agencies, and performing diverse managerial responsibilities within the areas and limits of authority as delegated by the school principal.

Data Manager and SIS Coordinator
The Data Manager and SIS Coordinator leads the implementation and subsequent operations of both the Student Information System and the Library Automation System within the MPS Site.

Senior Financial Analyst ("SFA")
The Senior Financial Analyst monitors and oversees accounting, budgeting, accounts payable, payroll, cash management, financial reports, audits, and fiscal compliance and reporting. The SFA ensures that Magnolia has the accounting and compliance systems and procedures in place to support effective school operations and will work closely with the school principals, program and operations leaders, and the accounting staff.

Capital Projects and Facilities Manager
The Capital Projects and Facilities Manager is responsible for managing the design, planning, construction and maintenance of equipment, machinery, buildings and other facilities. The Facilities Manager plans, budgets and schedules facility modifications, including estimates on equipment, labor materials and other related costs.

Director of Human Resources
The Director of Human Resources is responsible for executing the direction of human resources operations and support across all employee types including faculty and non-faculty employees. This

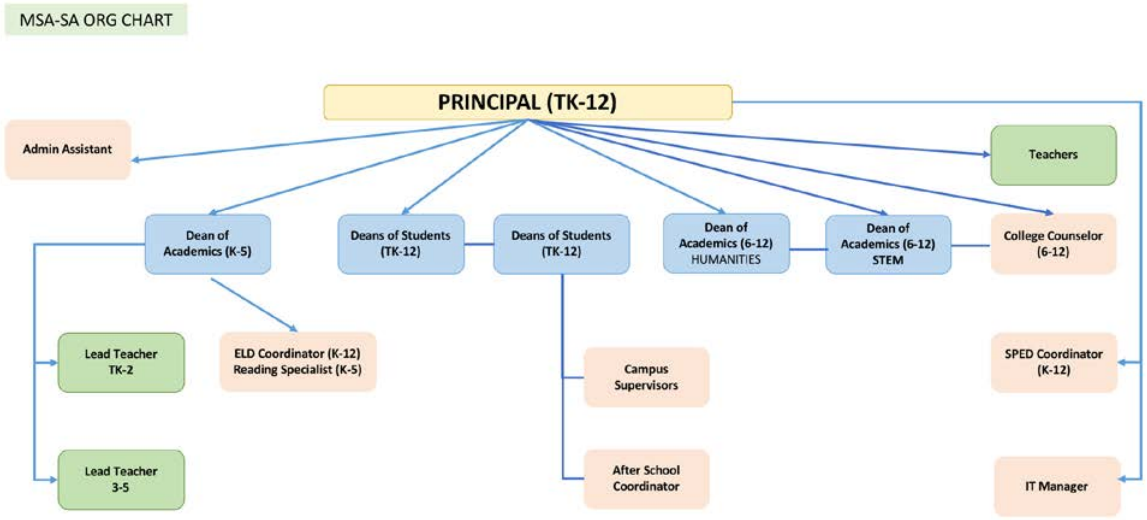
includes interpretation of MPS HR policies, providing consultation and advice on HR issues and concerns, and implementing HR strategies and plans within the MERF.

HR Administrator
This position acts as a liaison between employees and provides administrative support to the HR function as needed (e.g., correspondence generation, record keeping, file maintenance, Human Resource Information System ("HRIS") entry). The HR Administrator also ensures plans are administered in accordance with federal and state regulations and plan provisions are followed.

Math Coach
The Math Coach is a certified teacher who works with classroom teachers in assisting with the full implementation and monitoring of the District's adopted math program in response to intervention needed for student achievement. The Math Coach conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.

Current Organizational Chart of MSA-Santa Ana

MSA-Santa Ana is not independent from the rest of the MPS Charter Schools and Home Office. The Charter School personnel report to their Charter School principal who, in turn, reports to the Home Office Chief Operation Officer. The Chief Operations Officer ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the MPS Charter Schools.



While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-Santa Ana:

Principal
The Principal is the senior authority at the Charter School and is responsible for the day-to-day operation of the Charter School. The Principal is the educational and instructional leader of the Charter

School, and collaborates with the Chief Academic Officer on school operations and management. The Principal serves as the primary contact with the District as required.

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

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

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The current Board consists of nine dedicated individuals. Each member of the Board has been carefully chosen for his/her passion and commitment to the MPS vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of MPS. No current employees may serve on the Board of Directors.

Each director shall hold office for five (5) years and until a successor director has been designated and qualified. Board terms are renewable upon mutual consent between the Board and the member. MPS's governance structure provides for staggered terms; this is accomplished through our Bylaws by appointing members of the Board at different times and for staggered terms.

In accordance with the Bylaws, all directors are designated by a vote of the existing Board of Directors. Any vacancy occurring on the Board of Directors shall be filled in accordance with the Bylaws. Any member of the community may refer a potential candidate to the Board. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors. This Nominating Committee shall make its report and forward it to each board member with a list of all candidates nominated by the committee. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, community engagement and more. The Board is committed to maintaining community representation on the Board (e.g., persons who live within the communities where our schools reside). Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

Pursuant to California Education Code § 47604(b), the District reserves the right to appoint a representative to MPS' Board. If the District chooses to do so, MPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors.

GOVERNANCE PROCEDURES AND OPERATIONS

BOARD MEETINGS AND DUTIES

All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of organization,

appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Regular meetings of the Board of Directors shall be held monthly at a date and time set by the Board (the second Thursday of the month, unless otherwise stated). Meetings will be held in person in a location within the Board's jurisdiction. The schedule for regular Board meetings will be included in the Charter School's monthly calendar that will be distributed to all parents at the Charter School. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting at the school site for public viewing on the school's bulletin board, front gate, and/or school entrance). For all regular meetings, an agenda will be posted 72 hours in advance. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Home Office or such other place as the Board may direct according to its Bylaws. All of our approved minutes are accessible online through our Board on Track platform, which is linked on our website giving easy access to parents and stakeholders. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda.

As a multi-jurisdictional entity and per filings with the Fair Political Practices Commission ("FPPC"), the Brown Act authorizes MPS to hold its meetings in one of several counties across the state. (Government Code Section 54954(b).) To ensure public participation for Orange County stakeholders, MPS provides video and/or phone conferencing access at its school site within the District's boundaries. This allows members of the public to watch and participate in Board meetings via live video and/or phone conferencing capabilities from the Charter School, homes, or the location of their choice. Information about the participation procedure is included on the agenda and information web pages for the meetings. All participants/speakers have access to language translation services if requested in advance.

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

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

MPS has adopted a Conflicts of Interest Policy that complies with the Political Reform Act, Corporations Code, and District policy. The Board of Directors attends an annual in-service for the purposes of

training individual Board members on their responsibilities with topics including at minimum, Conflicts of Interest and the Brown Act.

The Board's responsibilities include, but are not limited to, the following:

- Exercises fiduciary role to ensure that the Charter School is properly managed;
- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies;
- Reviews financial and business dealings and exercises proper judgment in avoiding conflicts of interest;
- Approves and monitors the annual budget and budget revisions;
- Reviews and approves periodic financial reports (balance sheet, income statement, changes in financial position);
- Determine the methods of raising revenue and approving all debts;
- Ensures that proper internal controls are in place and maintained;
- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends;
- Reviews strategic plan and progress;
- Assesses program evaluation plan;
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter petition;
- Develop, adopt and periodically review written policies;
- Hires CEO and evaluates the CEO's performance;
- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation;
- Establishes and communicates clear expectations of Board membership;
- Assures effective participation of all directors;
- Defines, communicates and assures the role of the Board, committees, and CEO in making decisions;
- Promotes the organization to parents and the general public, including serving as an emissary of the organization to the broader community;
- Promotes cooperative action with other charter and traditional public schools, including activities and occasions when the Charter School should take part in coalitions, shared programs, and joint action;
- Approves awarding of contracts in excess of the delegated authority adopted. Our purchasing software has a control feature that limits approval authority per position as stated in the Fiscal Policy PUR101: up to $5,000 for Principals, up to $10,000 for Executive Team, up to $25,000 for CEO/Superintendent, over $25,000 for MPS Board of Directors. The Board reserves the right to update its fiscal policies, including approval authorities, from time to time in public meetings.
- Approves charter resolutions as necessary and submit requests for material revisions as necessary to the authorizer for consideration;
- Appoints an administrative panel or act as an appellate hearing body and take action on recommended student expulsions;
- Recruits and appoints new Board members and provide for orientation training;
- Maintains Board operations; and,
- Assesses its own performance.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which MPS and its schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of MPS any of those duties such as, but not limited to budget approval or revision, contract approval, approval of the fiscal audit and performance reports, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the MPS Site designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

BOARD COMMITTEES

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

- Take any final action on any matter that, under the California Corporations Code, also requires approval of the members or approval of a majority of all members;
- Fill vacancies on the Board or any committee of the Board;
- Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- Create any other committees of the Board or appoint the members of committees of the Board;
- Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- Approve any contract or transaction to which the corporation is a party unless delegated such authority by the full board.

Meetings and actions of committees of the Board shall be governed by the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records.

STAKEHOLDER INVOLVEMENT

All stakeholder groups within the school community play a vital role in advancing the vision and mission of MSA-Santa Ana and its programs. MPS is committed to ensuring that all stakeholder groups – staff, families, students and community members – have a voice in matters critical to the Charter School's success. MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-Santa Ana. In addition to parent representatives on the Board of Directors, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the Charter School, and reviewing parental and community concerns. The following are the primary mechanisms through which stakeholders as the school site impact decision-making:

SCHOOL SITE COUNCIL ("SSC")

The School Site Council is a body that works with the Principal to develop, review, and evaluate school programs. The SSC consists of:

- The Principal
- 4 teacher representatives selected by teachers at the Charter School
- 1 other school personnel selected by peers at the Charter School
- 3 parents of students attending the Charter School selected by such parents
- 3 students selected by students attending the Charter School

The SSC meets at least four times a year and makes recommendations and participates in a shared decision-making process regarding matters of interest to families and teachers, including budget priorities, approval of Title I budget, resource allocation, school events/activities and fundraising at the local school level. The SSC also develops and approves Single Plan for Student Achievement, recommends it to the Board for implementation, and evaluates its effectiveness annually.

The Charter School will use their website to update parents and stakeholders with their school calendar, meeting dates, accountability plans, upcoming events, and more.

The Principal is responsible for communicating the SSC's recommendations to the CEO and/or Board (though all parents/teachers are invited to attend any Board meeting per the Brown Act.)

ENGLISH LEARNER ADVISORY COMMITTEE ("ELAC")

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at MSA-Santa Ana when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

PARENT TASK FORCE ("PTF")

The PTF is the Parent/Guardian Club at MSA-Santa Ana, with a mission to contribute in building a rich supportive environment for students. The PTF works in partnership with the administration, teachers and parents of MSA-Santa Ana. All parents or guardians of students currently enrolled in MSA-Santa Ana are general members of the PTF, who elect leaders annually including a President, Vice President, Secretary, and Treasurer. The PTF holds monthly members' meetings during the school year.

The PTF facilitates students' success in the 21st century classroom and workforce by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:

- Supporting the Charter School in its mission;
- Promoting communication and mutual respect among parents, faculty and administration;

- Supporting the educational and social objectives of the Charter School through PTF-sponsored programs;
- Providing direct financial support to the Charter School through organized fundraising events;
- Providing financial assistance to programs that directly impact teachers and students;
- Organizing community-building and civic engagement events.

There are various opportunities for parents to volunteer at MSA-Santa Ana. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend instructional field trips. All parents are encouraged – but not required – to contribute 10 hours per year to the Charter School. Parents are encouraged to volunteer at Back to School Nights, PTF meetings, newsletter and various other opportunities. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Student-Teacher-Parent Portal

As noted above, MSA-Santa Ana uses Illuminate or equivalent, an online web portal, to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers are encouraged to come to the Charter School and use one of the available computer stations. Classes are held at the Charter School on how to use the portal as well as how to access it via computers, smartphones and free Internet access at public libraries.

The charter school will use its website to support stakeholder involvement by actively updating the school calendar with meetings and opportunities for parents in both English and Spanish. Feedback from parents is collected through our PTF meetings and our yearly stakeholder surveys. We also give parents the opportunity to be a part of the LCAP process during the School Site Council meetings.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

***"The qualifications to be met by individuals to be employed by the charter school."* (Ed. Code § 47605(b)(5)(E).)**

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of federal law. All teachers at MSA-Santa Ana will be required to have credentials equivalent to those required by the District as applicable and required by law for Core and College-preparatory courses. MSA-Santa Ana's core and college preparatory classes are English Language Arts, math, science and history/social science.

MPS prohibits discrimination and harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

SCHOOL SITE EMPLOYEE POSITIONS AND QUALIFICATIONS

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

PRINCIPAL

The Principal will orchestrate program and service delivery to students through teaching and auxiliary staff. Deans will assist the Principal in instructional program administration and student activities and services.

Skills and Qualifications for the Principal:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative credential or related Master's Degree preferred
- Experience in teaching STEAM related subjects and administrative duties preferred
- 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
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- 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 the Home Office
- In collaboration with the CEO and Human Resources Department, hire, supervise, and evaluate the faculty and Charter School staff
- Hire, supervise, and evaluate the faculty and charter school site staff
- Comply with local, state and federal laws and regulations affecting the Charter 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 and supervise maintenance of facilities to ensure a clean, orderly and safe campus
- Direct and manage instructional extracurricular and intramural programs
- Oversee the Special Education program as described in Element 1
- 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/Parent 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
- Communicate with the District when required

DEAN OF ACADEMICS

Skills and Qualifications for the Dean of Academics:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- 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
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Academics' Responsibilities and Duties:

Academic Program

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings to UC Doorways, school manual and school website
- Coordinate teacher and student involvement of after school program
- Evaluate course credits for all incoming high school students
- Responsible for developing and changing of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all instructional fieldtrip planning

- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to weekly administrative meetings

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 instructional after school/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families
- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in Illuminate or equivalent
- Report weekly at administration meeting any teachers who are not using Illuminate or equivalent properly
- Review student progress at the end of each quarter and notify parents of students on academic probation
- Maintain list of high honor/honor students

School Improvement

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

Personnel Management

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

Staff Development

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

DEAN OF STUDENTS

Skills and Qualifications for the Dean of Students:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- 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
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Students' Responsibilities and Duties:
Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences regarding 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 Illuminate or equivalent
- Coordinate and chair the Charter School's Restorative Justice Committee

Support Services

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

TEACHERS

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

Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree
- Teaching credential, certificate, permit or other documentation required by laws and regulations as they apply to charter schools
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- 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 by the Dean of Academics
- Ensure lesson plans show modifications for differences in student learning styles
- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments

- Collaborate with special education teachers on student Individualized Education Programs 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 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
- Manage student behavior in agreement with the Student/Parent 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, deans and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

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

SPECIAL EDUCATION TEACHER

The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- B.A. or B.S. degree
- Master's degree preferred
- 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

- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction

Special Education Teacher's Responsibilities and Duties:

- 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 student needs and learning styles 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
- 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
- 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 School staff and outside resources 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
- 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
- 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
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.

COLLEGE COUNSELOR

The College Counselor reports to the Principal and is responsible for administering all aspects of the college search and admissions process.
Skills and Qualifications:

- B.A. or B.S. degree
- Excellent written and verbal communication skills, strong organizational ability and the ability to meet deadlines.
- Experience in college admissions or high school college counseling, teaching experience, and computer skills are plusses.
- Strong interpersonal, communication, and organizational skills; familiarity with the goals, objectives, and mission of an independent college preparatory school
- Ability to respond effectively to the needs of a diverse and demanding student and parent population; knowledge of colleges, their academic programs, admission policies, and financial policies and procedures.

Responsibilities and Duties:

- Educate students and parents about colleges, the college admissions process, trends, procedures, and testing; advising and supporting classes of 30-50 seniors and families as they go through the process; and helping students and families aspire realistically and choose wisely
- Meet with juniors and seniors, individually and in groups, to talk about process and individual college choices
- Advise 9th and 10th graders on curricular choices, as needed, and work with international students to understand U.S. college admissions, especially aspects unique to them
- Meet with all college admissions representatives who visit the school campus and facilitating meetings between college representatives and students
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual Profile of the Charter School, as well as information on grade distributions in junior and senior courses and courses offered at the school
- Work with Office Staff to maintain records on seniors, including GPAs and transcripts
- Write an official school recommendation for each senior
- Create and update an annual College Search Handbook, a resource mailed to junior and senior parents each summer, with an extensive assembly of information about the college search process
- Keep parents informed through a monthly column, a newsletter for parents, and in letters about test dates, local college events, and financial aid
- Act as lead advisor to the senior class as a whole and advising several individual seniors each year, providing academic and personal counseling
- Work with the senior class on class events, class meetings provide an opportunity to disseminate information about the college application process
- Keep track of admission decisions, statistics, and make a report to the Board
- Make informational presentations to parents, such as the annual presentations to parents of 8th graders, parents of juniors, new parents, and the Parents' Association
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Other duties as needed

AFTER SCHOOL COORDINATOR

The After School Coordinator is responsible for serving as a role model for students, providing homework support, and maintaining student safety.

Skills and Qualifications:

- High School Diploma or G.E.D. Required;
- Ability to speak and write Standard English appropriate in a public school setting
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

- Serve as a positive adult role model for children in the program through appropriate dress, speech, and attitude
- Provide homework assistance, academic enrichment and physical activity, using curriculum and materials provided by the program
- Create an engaging environment that fosters a sense of belonging that the students want to be in
- Support students in making positive behavior choices and take disciplinary measures when appropriate
- Engage children and youth by following, implementing, and assisting in creating lesson plans
- Ensure student safety by assisting in set up, break down, and ongoing maintenance in an effort to keep the school or community site clean and orderly
- Promote positive interactions between volunteers and students in accordance with child safety guidelines
- Maintain student safety by taking roll and reviewing sign-in/sign-outs for students and volunteers
- Identify student needs and communicate to the Site Coordinator, teachers, school administration, parents, and volunteers as appropriate
- Participate in staff development activities
- Other duties as needed

IT MANAGER

The IT Manager is responsible for providing assistance to the school site in the area of Information Technology.

Skills and Qualifications:

- Proven experience as IT manager or similar role
- Experience in network management and help desk support is appreciated
- Solid knowledge of IT systems and applications
- Understanding of TCP/IP protocols and LAN/WAN configuration
- Ability to troubleshoot and repair issues
- Strong communication and interpersonal skills
- Great attention to detail
- Excellent organizational and coordination abilities

- BSc/BA in information technology or computer science is preferred
- Certification (CompTIA Network+, CompTIA Security+ etc.) is a plus

Responsibilities and Duties:

- Institute protocols for the use of IT across departments and projects
- Provide advice on the most suitable IT choices
- Provide technical support or training for systems and networks
- Act as link between end users and higher level support
- Install and configure software and hardware (printers, network cards etc.)
- Monitor system and network performance
- Perform troubleshooting, repairs and data restoration
- Performance maintenance activities (e.g. backups)
- Maintain licenses and upgrade schedules
- Collaborate with other professionals to maintain standards and functionality

LANGUAGE & LITERACY COACH

The Literacy Coach will lead building efforts to increase literacy achievement for all student populations.

Skills and Qualifications:

- Multi-Subject Teacher Certification
- Five years recent experience teaching reading/aiding
- Teaching experience at more than one grade-level
- A deep level of understanding of the State Standards for English Language Arts
- Participation in comprehensive literacy training
- Evidence of success in working with adult learners
- Evidence of strong interpersonal skills
- Evidence of strong written communication and presentation skills
- Evidence of strong planning and organizational skills
- Evidence of successful leadership in reading and writing content at a grade level, building level or district level
- Experience in conducting reading and writing staff development
- Experience in mentoring/coaching teachers

Responsibilities and Duties:

- Assist teachers with the implementation of State Standards for English Language Arts
- Assist teachers with the continued implementation of the District's Literacy Plan
- Demonstrate exemplary literacy instruction for MPS teachers through the following researched-based practices: observation, coaching, model lessons, collaborative lesson planning, and small and large group professional development
- Plan and conduct Literacy team meetings
- Assist teachers in diagnosing individual student reading and writing weaknesses and match these areas of need with appropriate strategies and resources based on the State Standards for English Language Arts
- Monitor and report the effectiveness and progress of improved reading instruction and student performance
- Help make recommendations regarding instructional

EL Intervention Teacher

The English Language Intervention Teacher (Title III) develops and implements differentiated plans to support MPS's English Learners.
Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree in subject matter.
- 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
- Capability of instructing students and managing their behavior

Responsibilities and Duties:

- Utilize, refine, and implement existing ELD Plan across the Charter School
- Play a lead role in annual examinations and reclassification of ELs
- Develop and implement a plan for the fidelity and progress monitoring of the ELD Plan as well as the use of agreed upon instructional classroom practices
- Support and train (or arrange for training) teachers on the use of MPS ELD process and procedure.
- Produce, analyze, and publish quarterly reports on the progress of ELs at MPS

School Psychologist

The job of the School Psychologist was established for the purpose/s of developing strategies and interventions to assist students in succeeding; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; and interpreting and applying state and federal codes.
Skills and Qualifications:

- Must possess a Master's degree and be eligible for a California License as a school psychologist.
- Must possess the ability to synthesize and interpret diagnostic and assessment data. Must possess a comprehensive knowledge of school psychology theory, child development, substance abuse education, tests and measurements, and crisis management.
- Must possess the ability to practically apply assessment, counseling, interviewing, and crisis intervention skills.
- Must possess the ability to work cooperatively as an interdisciplinary team member.
- Must possess excellent communication and time management skills.
- Must possess the ability to establish and maintain effective working relationships with community agencies, students, families, team members, and others.

Responsibilities and Duties:

- Identify and assess the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment
- Use assessment data about the student and his/her environment(s) in developing appropriate interventions and programs
- Perform casework services with students and families to help resolve student's behavioral and social problems
- Select and administer age appropriate assessment methods and materials in order to determine then needs of the student

- Consult with teachers and other school personnel to obtain information regarding the reason for referral
- Gather background information on the student's psychological history by conducting behavioral observations, making home visits, conducting interviews, and reviewing school records
- Interpret assessment results and compile comprehensive psychological assessment reports that address the reason for referral and include appropriate recommendations
- Serve as a member of the interdisciplinary assessment team assigned to each school and work as a team member in making placement decisions, developing intervention plans, and planning programs to meet the special needs of children
- Communicate case findings and recommendations to teachers and other school personnel as needed
- Participate in eligibility committee meetings and contributes to the development of the Individualized Education Plan
- Serve as a resource to teachers and staff regarding psychological services and the academic/psychological needs of students
- Conference with and provide information, support, and counseling to parents/guardians of students
- Provide in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students
- Organize and conduct specialized programs to include parent training classes and student support activities
- Conduct specialized individual and group counseling sessions to address specific emotional, social, and behavioral needs of students
- Serve as a liaison between the student, home, school, private counseling facilities and community resources such as social services, court services, and family service agencies
- Provide follow-up support and periodic re-evaluation services as necessary
- Act as a member of the school crisis team to provide intervention to students as necessary
- Make court appearances to present data and performs court-requested evaluations
- Compile monthly reports and maintains accurate case records
- Model nondiscriminatory practices in all activities
- Maintain adequate and current testing materials required by school psychologists

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. Special education aides who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

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

- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- High School Diploma

Special Education Aide's Responsibilities and Duties:
Instructional Support
- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

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

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

Substitute Teachers and Tutors

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

Office Personnel/Manager

Clerical staff will be selected by the Principal on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.
Skills and Qualifications:
- Capable of working with students
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Knowledge of office management
- Able to use general office equipment

- Up-to-date computer and technology knowledge
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills.
- Three years of experience in increasingly responsible role similar to office management
- HS Diploma supplemented by additional training in office
- Bilingual English/Spanish preferred but not required
- Excellent written and verbal communication skills
- Comfort with fast-paces environment

Responsibilities and Duties:

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

PARAPROFESSIONALS

Charter School shall comply with the Title I paraprofessional requirements[22] as defined by the ESEA:

Title I paraprofessionals whose duties include instructional support must have:

1. High school diploma or the equivalent, and
2. Two years of college (48 units), or
3. A. A. degree (or higher), or
4. Pass a local assessment of knowledge and skills in assisting in instruction.
   (This is a locally approved assessment. Local education agencies may develop their own assessment or use an existing assessment so long as it measures the knowledge and skills in assisting in instruction. Many districts, and MPS, use the California Basic Educational Skills Test [“CBEST”] for this purpose).

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions do not have to meet these requirements; however, all must demonstrate a proven commitment to the values, mission and vision of Magnolia Public Schools, as well as a belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education.

Appropriate records of credentials held by MSA-Santa Ana teachers and supporting documentation will be monitored and maintained by the Principal at the charter school site and Human Resources at the MPS Home Office. Credentials will be monitored annually in compliance with state and federal law.

[22] http://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

The health and safety of MSA-Santa Ana staff and students is the highest priority for the school. As such, MSA-Santa Ana has adopted and will continue to implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

Charter School will continue to train all staff at least annually in these Policies and Procedures. Emergency response drills will continue to be held regularly for all students and staff. Charter School will periodically review, and modify as necessary, its Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policies and Procedures will continue address, at a minimum, the following:

- Child Abuse Reporting
- Child predators (gates, walls, child pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis screening
- Student Illness & Injury Policies

Emergency Policies and Procedures will address, at a minimum, the following:

- Earthquake
- Fire
- Flood
- Terrorist threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

The following is a summary of the Health and Safety Policies and Procedures of MSA-Santa Ana:

PROCEDURES FOR BACKGROUND CHECKS

All employees of MPS, all volunteers who will be performing services that are not under the direct supervision of a credentialed Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or non-certificated/classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Principal of MSA-Santa Ana shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Principal and MPS staff) and make quarterly reports to the Board. Charter School will maintain on file and available for inspection evidence that the 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. MSA-Santa Ana shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all MPS employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code Section 44691 and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Charter School will continue to maintain a written "Exposure Control Plan" designed to protect employees 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 body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS

Charter School will adhere to all laws related to legally required immunizations for entering students as is required of non-charter public schools pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

VISION/HEARING/SCOLIOSIS SCREENINGS

MSA-Santa Ana shall adhere to Education Code §49450, *et seq.*, to provide screening of students' vision, hearing, and scoliosis to the same extent required of non-charter public schools.

DIABETES

MSA-Santa Ana will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

The MPS Board of Directors recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this Suicide Prevention Policy has been developed in consultation with MPS and community stakeholders, MPS-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations. MPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for Charter School. This policy shall be reviewed and revised at least annually in conjunction with the previously mentioned community stakeholders.

EMERGENCY PREPAREDNESS

Charter School shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

FEMININE HYGIENE PRODUCTS
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT
Charter School shall function as a drug, alcohol and smoke-free environment.

FACILITY SAFETY
Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. 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. The Charter School shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES
Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. MSA-Santa Ana shall develop a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with MSA-Santa Ana's policies.

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

STUDENT RECORDS
Charter School will continue to adhere to procedures related to confidentially and privacy of student records. Charter School will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with MPS policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

CUSTODIAN OF RECORDS
In accordance with California Department of Justice requirements, the CEO shall serve as MSA-Santa Ana's Custodian of Records.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

"The means by which the charter 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."* Ed. Code § 47605(b)(5)(G*).

MSA-Santa Ana will continue to actively recruit a diverse student population who value the school's mission, are committed to the school's instructional and operational philosophy, and who benefit from the school's design.

District Demographics
As the seventh largest school district in California, the SAUSD enrolls more than 50,000 students in transitional kindergarten through 12th grade, at over 50 schools, including six public charter schools. The boundaries spread over 24 square miles.[23]

The following data shows MSA-Santa Ana vs. District enrollment in 2017-18 by ethnicity:

	# of students	% Hisp	% AA	% White	% Asian
SAUSD	53,131	92.9%	0.3%	2.6%	2.7%
MSA-Santa Ana	736	86.7%	1.1%	7.6%	2.2%

To be reflective of the general population residing within SAUSD, MSA-Santa Ana will pursue strategies to increase the percentage of enrollment for student racial and ethnic groups that do not have the same percentage of enrollment as in the District. Based on the comparative data, MSA-Santa Ana will strive to increase the percentage of enrollment by the end of the charter term. See the Recruitment Plan below.

Recruitment Plan
MSA-Santa Ana pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan lists sample activities that MSA-Santa Ana will undertake in order to achieve its Racial and Ethnic Balance goal.

Outreach efforts use English, Spanish, and any other language needed, based on the needs of the community. The MPS and MSA-Santa Ana website includes comprehensive information about our educational program under our Academics tab on the website. While open to all students, MSA-Santa Ana focuses outreach efforts within a 10-mile radius of the Charter School's location.

MSA-Santa Ana uses a variety of strategies to recruit a diverse population including:

- Direct mailing of 10,000 postcards to the parents/guardians who have TK through and 12th grade children; (October)

[23] http://achieve.SAUSD.net/about

- Distributing flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments; (October-May)
- Holding presentations at community meetings at the key locations listed above; (October-May)
- Hosting Open Houses and providing tours of the Charter School on a regular basis; (October-May)
  A Spanish-speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.
- Hosting individual/family meetings;
- Doing neighborhood walks in the community; (October-May)

As needed, school staff and volunteers may go door-to-door, talk to families, and hand out applications, and use press and advertising campaigns in local Spanish and English media.

MSA-Santa Ana uses a variety of strategies to recruit a diverse population. With our current partnerships in the City of Santa Ana we are able to participate in community events with Supervisor Andrew Do. In addition to our outreach strategies in the community we also use media outlets such as Facebook, Twitter, and website as well as local ads on magazines/newspapers.

Anticipated Recruitment Events

Date & Time	Event	Location
Weekly Tuesdays, 10:00 am RSVP recommended.	School Tours	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
Saturday, January 10 AM - 12 PM	Open House Presentation and School Tour	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
3rd week of January	School Choice Week Events – Open House and School Tours; Chipotle Night	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
Saturday, February	Santa Ana Charter School Fair; Distribute Enrollment Flyers	TBD
Saturday, February 10 AM - 4 PM	Black History Parade & Cultural Fair; Distribute Enrollment Flyers	Downtown Anaheim Anaheim Center Street Promenade
February	Lottery, Open House, and School Tour	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
February	Open House and School Tour	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703

Saturday, March	Parenting OC Jamboree at the Cube	Discovery Cube of Orange County 2500 N Main St. Santa Ana, CA 92705
Saturday, March 10am-12pm	STEAM Competition, Open House, and School Tours Grades: 2nd-5th and 6th grade	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
April	Open Streets – Re-Imagine Garden Grove	Downtown Garden Grove
April	Santa Ana Dia de Los Ninos/Dia de Los Libros	Santa Ana Public Library
First week of May	Charter School Week Events – Open House and School Tours	MSA-SA 2840 W. 1st Street Santa Ana, CA 92703
First week of May	Santa Ana Cinco de Mayo Festival	Downtown Santa Ana
May	Garden Grove Strawberry Festival	Village Green of Garden Grove

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the CEO and Board will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures consistent with [Education Code Section 47605] subdivision (d)."
Ed. Code § 47605(d)

ADMISSION REQUIREMENTS

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. An Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

If the number of students who wish to attend the Charter School exceeds the openings available, entrance shall be determined by a single random public drawing ("lottery") in accordance with Education Code §47605(d)(2) and as set forth below.

LOTTERY PREFERENCES AND PROCEDURES

An open application period will be publicly announced each year and communicated during outreach/recruiting efforts detailed in Element 7. The Charter School will include specific information in its outreach materials, on the Charter School website, at community meetings and open forums notifying parents of the Charter School's open application period and lottery dates. 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 the approved charter.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

ENROLLMENT PREFERENCE

Pursuant to Education Code § 47605(d)(2)(B), 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 (lottery). In the event of a lottery for any impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given. In accordance with Education Code, priority will be given first to students who reside within the attendance boundaries of SAUSD, as determined by their guardian's home or work address, with additional preferences given in the following order:

- Siblings of students admitted to or attending the Charter School
- Children of Board members or employees of Magnolia Public Schools, not to exceed 10% of students admitted through the lottery process.

- Students matriculating from other Magnolia Public Schools
- Foster youth or homeless students[24]

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

We provide preference for siblings of admitted students for the convenience of families. Children of Board members and employees are provided preference in deference to the work and commitment of these individuals to Magnolia and the instructional model. No more than 10% of students admitted through the lottery process annually will be drawn from this category. Finally, we know that Foster and homeless youth need a strong school to attend. As a school, we make sure that they can be accepted at our campus and go ahead of others in the waitlist as part of the lottery.

LOTTERY PROCEDURE

The public random drawing ("lottery") will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends by mid-January, and if applicable, a lottery is held at least two weeks after the open application period ends.)

MSA-Santa Ana's office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, charter school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the charter school site if the charter 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 to observe the lottery. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

In the lottery, all names in the first preference group are drawn by the notary public and listed in order for each grade level. Names from the second and third preferences are drawn in the same way according to preference order if space is available. Once the grade level 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.

MSA-Santa Ana will invite a SAUSD representative to serve as an official observer of the lottery to verify the lottery procedures are fairly executed. Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School's main office for inspection upon request. Each application form will be kept on file for the academic year with the applicant's assigned lottery number in the Charter School database and on his or her enrollment application.

[24] Disclosure of foster youth or homeless student status is not required at the time of application. However, families that would like their students to be granted a preference on that basis may apply using the preference, and MSA-Santa Ana will verify eligibility at the time of enrollment.

NOTIFICATIONS OF ADMISSION STATUS

Notifications of admission status will be mailed to all applicants within two weeks of the lottery. Enrollment packets will be sent to admitted students; students not admitted will be informed by the office manager of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned to the school, in person or by mail, complete 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. The school's office manager and/or office staff will be available to assist families in completing this paperwork if needed.

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing except that homeless and foster care students will be moved to the top of the waiting list to provide priority placement. When an offer occurs during the school year that is not filled by a homeless or foster care student, families will be contacted by the school site office manager and/or office staff through a call and email in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the Charter School. In the event that no such wait list is required enrollment will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

"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." Ed. Code § 47605(b)(5)(I).

An annual independent financial audit of the books and records of MSA-Santa Ana shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of MSA-Santa Ana shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

MPS's Board of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

ANNUAL AUDIT PROCEDURES

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are members of the Board, but may not include any the staff of the charter school, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for identifying an audit firm from the State Controller's list of approved education audit providers by March 1 of each year, unless the existing contract is a multi-year contract. The Board of Directors hires the audit firm after the Audit Committee performs a rigorous search and interview process.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. MPS works with the District to establish action items for correction if needed. Implementation recommendations of procedures is monitored closely by executive staff.
- The Board of Directors will review and approve the audit no later than December 15.
- The CFO will be responsible for submitting the audit to all reporting agencies including the District, the Orange County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.
- The independent financial audit of the Charter School is a public record to be provided to the public upon request.

In the case that MSA-Santa Ana either does not pay for or have an independent audit completed within one month of the applicable timelines, the authorizer, may, at its option, pay for an audit to be completed and invoice MSA-Santa Ana for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to MSA-Santa Ana.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

"(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

"(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

"(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

"(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

"(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **Ed. Code § 47605(b)(5)(J).**

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-Santa Ana. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion Policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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. Changes to this Policy to comport to changes in

law shall not be considered material revisions to the charter. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures clearly describes discipline expectations, and will be printed, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision.

POSITIVE DISCIPLINE

MSA-Santa Ana staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive Illuminate or equivalent points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-Santa Ana staff. Teachers will not only report discipline issues in the school information system, Illuminate or

equivalent, but will also report positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

ALTERNATIVES TO SUSPENSION

To intervene in student behavior, MPS has a progressive discipline plan in place at MSA-Santa Ana. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-Santa Ana provides its staff with professional development in the area of restorative practices alternatives to suspension, and positive behavior supports.

MSA-Santa Ana believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) 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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School 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.

GROUNDS FOR SUSPENSION

JURISDICTION

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-Santa Ana; or (3) an MSA-Santa Ana sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

DISCRETIONARY SUSPENSION OFFENSES

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

   Was unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. 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.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases, resulting in negligible loss.

7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

8. 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 pupil.

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

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

11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

12. 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.

13. 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.

14. 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.

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

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. 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 offensive as 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 pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating

or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience interference with his or her academic performance.
        iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        iii. An act of cyber sexual bullying.
            (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means

of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

MANDATORY SUSPENSION OFFENSES

Students shall be suspended and recommended for expulsion for any of the following acts:

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive, as defined in Education Code Section 48915(h). E.C. 48915(c)(5)

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

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 Charter 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 Charter School personnel. If a student is suspended, by Principal or Designee, 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 (2) 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 Charter School administrators. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the 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, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from the Charter School for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another public school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Suspension and expulsion policies and procedures for students with disabilities is outlined in the section below.

Suspension Appeals

Students and/or a parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made, verbally or in writing, to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension

- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. The Charter School administrators shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Sections 35253 and 49076 and 5 CCR 16024.

Recommendation for Expulsion

Upon a recommendation of Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference with school site administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or Designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (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.

Access to Education

For suspensions that are not pending an expulsion hearing, the Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, the Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct, that are described below if the act is (1) related to school activity; (2) school attendance occurring at MSA-Santa Ana or at any other school; or (3) an MSA-Santa Ana sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion shall not exceed one year.

DISCRETIONARY EXPELLABLE OFFENSES

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Was nlawfully 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 in excess of $1,000.

7. Caused or attempted to cause damage to school property or private property in excess of $1,000.

8. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases, in excess of $1,000.

9. 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.

10. 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.

11. 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.

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

13. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

14. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

15. 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 pupils in any of grades 4 to 12, inclusive.

16. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

17. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  i. A message, text, sound, video, or image.
  ii. A post on a social network Internet Web site including, but not limited to:
    i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
  i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

19. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

20. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

MANDATORY EXPULSION OFFENSES

Students shall be suspended and recommended for expulsion when the following occur on school campus or at a school activity off campus, for any of the following acts:

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery
5. Possession of an explosive, as defined in Education Code Section 48915(h).

EXPULSION PROCEDURES

AUTHORITY TO EXPEL

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel, presided over by a designated neutral hearing chairperson, following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the Charter School in which the student is enrolled. The Administrative Panel members shall have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense 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.

EXPULSION HEARING

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel the student. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, 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 the 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 Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

MSA-Santa Ana may, upon a finding of 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 that shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the Panel.

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 (5) 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 administrators 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 Administrative Panel conducting the expulsion 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 Administrative Panel 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 Administrative Panel 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 Administrative Panel from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel 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 administrators must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-Santa Ana. The Administrative Panel 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 hearing chairperson shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity 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 hearing during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student recommended for expulsion, 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 Administrative Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made,

the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination 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. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student recommended for expulsion, 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.

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the initial suspension of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA-Santa Ana
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

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.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a special meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

At the hearing on the appeal, the student or his/her representative shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

The Charter School shall work with parents/guardians of expelled students and the District for an interim placement at a community day school or other alternative program. Should the Charter School determine after the recommendation for expulsion that the student will remain enrolled at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another charter school or school within MPS, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Rehabilitation Plan

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

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

NOTIFICATION OF SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability for discipline reasons, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the Charter School's disciplinary procedures.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the child.

3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ADDITIONAL PROVISIONS

BULLYING

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 et seq. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying on the basis of the characteristics listed in Education Code 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, including immigration status, or association with an individual who has any of the aforementioned characteristics.. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on these characteristics and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

"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." Ed. Code § 47605(b)(5)(K).

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in, the California State Teachers' Retirement System ("STRS").

CLASSIFIED STAFF MEMBERS

All full-time classified staff members, including, but not limited to, office staff and instructional aides are eligible to participate in the California Public Employees' Retirement System ("PERS"). MERF acknowledges that the Charter School must continue such participation for the duration of the Charter School's existence under the same County-District-School Code.

Charter School employees in PERS also qualify for Social Security.

MSA-Santa Ana employees participate either in PERS or STRS according to their eligibility. Staff members who leave MSA-Santa Ana to work for the MERF Home Office have the option of retaining their PERS or STRS status, if eligible.

OVERSIGHT OF BENEFITS

The Human Resources Department and the Finance Department at the MERF Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, workers compensation, and other payroll obligations. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the District.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605(b)(5)(L).

MSA-Santa Ana is a school of choice and no students shall be required to attend. Students who reside within the District who choose not to attend MSA-Santa Ana may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

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 a 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: RIGHTS OF DISTRICT EMPLOYEES

"The rights of an 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." Ed. Code § 47605(b)(5)(M).

No public school district employee shall be required to work at MSA-Santa Ana. Employees of the District who choose to leave the employment of the District to work at MSA-Santa Ana will have no automatic rights of return to the District after employment by MSA-Santa Ana unless specifically granted by the District through a leave of absence or other agreement. MSA-Santa Ana employees shall have any right upon leaving the District to work in MSA-Santa Ana that the District may specify, any rights of return to employment in a school district after employment in MSA-Santa Ana that the school district may specify, and any other rights upon leaving employment to work in MSA-Santa Ana that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to MSA-Santa Ana. Employment by MSA-Santa Ana provides no rights of employment at any other entity, including any rights in the case of closure of MSA-Santa Ana.

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605(b)(5)(N).

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

MSA-Santa Ana and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of MSA-Santa Ana or the District's oversight obligations, or a dispute otherwise arises between the District and MSA-Santa Ana, the following procedures shall be followed to resolve the dispute:

(1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

(2) In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 47607, participation in the dispute resolution procedures outlined herein by the District shall be entirely voluntary and shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures in accordance with Education Code Section 47607 and its implementing regulations, or may choose to participate in all or part of the dispute resolution procedures set forth below.

(3) If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures, either party shall provide written notification of the violation or issue ("Dispute Statement") and refer the issue to the District Superintendent and Charter School Principal, or their respective designees. The date that this written notice is provided or sent shall be the "Dispute Statement Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Dispute Statement Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the MSA-Santa Ana representative will be MSA-Santa Ana's Principal or the Principal's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to Step 4 or the parties may take other action as they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3 above, either party may pursue any alternative legal options for resolution, including the District may

commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 and its implementing regulations, or applicable law.

INTERNAL DISPUTES

MSA-Santa Ana shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. MSA-Santa Ana shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at MSA-Santa Ana shall be provided with a copy of MSA-Santa Ana's policies and internal dispute resolution process.

The District will refer all disputes or complaints it receives not related to a possible violation of the Charter or other agreement between the District and MSA-Santa Ana or law or to the operation of the Charter School or the District's oversight obligations to MSA-Santa Ana's Principal for resolution according to MSA-Santa Ana's internal dispute resolution process. The District may choose to submit disputes that are related to possible violations of the Charter or other agreement between the District and MSA-Santa Ana or the law or to the operation of the Charter School or the District's oversight obligations to MSA-Santa Ana's Principal for resolution according to MSA-Santa Ana's internal dispute resolution process. Should the District receive a complaint regarding MSA-Santa Ana that is referred to MSA-Santa Ana for investigation and/or resolution, MSA-Santa Ana shall provide the District with updates regarding MSA-Santa Ana's investigation and resolution of the matter upon written request of the District and upon resolution of the complaint or issue. In the event that MSA-Santa Ana's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of MPS's Board of Directors unless the matter relates to a possible violation of the Charter or other agreement between the District and MSA-Santa Ana or law or to the operation of MSA-Santa Ana or the District's oversight obligations.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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 pupil records." Ed. Code § 47605(b)(5)(O).

The following procedures shall constitute the "Closure Protocol" and shall apply in the event MSA-Santa Ana ceases to be a charter school or otherwise closes for any reason.

Any decision to close MSA-Santa Ana as a charter school operating pursuant to this Charter shall be documented by official action of the MSA-Santa Ana Board ("Closure Action"), and will identify the person or entity responsible for all closure-related activities and actions. Each notice required as part of the closure procedure shall include information on the responsible person or entity and contact information for the person(s) to whom reasonable inquiries regarding the closure may be made. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the charter is revoked or non-renewed and MSA-Santa Ana has exhausted all appeal procedures to County and State Boards of Education, the MSA-Santa Ana governing body votes to close MSA-Santa Ana, or the charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(b)(5)(O) and Title 5 California Code of Regulations sections 11962 and 11962.1.

MSA-Santa Ana governing body will notify the authorizer in writing of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

MSA-Santa Ana will provide written notification to the districts of residence of the list of enrolled students within 72 hours of the determination of the Closure Action.

MSA-Santa Ana will notify within 120 hours parents and students of MSA-Santa Ana, the Santa Ana Office of Education, MSA-Santa Ana's SELPA, the retirement systems in which MSA-Santa Ana's employees participate (e.g., State Teachers' Retirement System, Public Employees' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements, grade reports, discipline records, and immunization records.

MSA-Santa Ana will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close MSA-Santa Ana.

MSA-Santa Ana will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, MSA-Santa Ana will provide parents, students, the receiving school districts and the County with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven calendar days of the last student attendance day at MSA-Santa Ana if MSA-Santa Ana is to remain open as a charter school beyond the date a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 USC §1232g. MSA-Santa Ana will ask the District to store as necessary original records of Charter School students. All student records of MSA-Santa Ana shall be transferred to the District upon school closure. If the District will not or cannot store the records, MSA-Santa Ana shall work with the Orange County Department of Education to determine a suitable alternative location for storage.

As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, MSA-Santa Ana will prepare final financial records. MSA-Santa Ana will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor who meets the qualifications to perform MSA-Santa Ana's annual audits as soon as is reasonably practical, but in no case later than six months after closure and provide the audit report to the District within seven days of its completion. The audit shall comply with all of the requirements for Charter School's annual audit and must include at least the following (i) All information required in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to MSA-Santa Ana, and (v) A delineation of the disposition of all assets and liabilities. In the case that MSA-Santa Ana either does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to MSA-Santa Ana. Any costs for the audit incurred by the MSA-Santa Ana shall remain a liability of MSA-Santa Ana until repaid in full. Any liability or debt incurred by MSA-Santa Ana shall be the responsibility of MSA-Santa Ana and not the District. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. MSA-Santa Ana understands and acknowledges that MSA-Santa Ana will cover the outstanding debts or liabilities of MSA-Santa Ana. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of MSA-Santa Ana, all assets of MSA-Santa Ana – including but not limited to all leaseholds, personal property, intellectual property , and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the District or District property will be promptly returned to the District upon MSA-Santa Ana's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of MSA-Santa Ana will be liquidated and all creditors will be paid first.

On closure of MSA-Santa Ana, any remaining assets of MSA-Santa Ana not addressed in the preceding paragraph, including but not limited to all leaseholds, personal property, intellectual property, remain the sole property of the nonprofit public benefit corporation. Upon either closure of the Charter School or the winding up and dissolution of the corporation if the corporation is to be dissolved as a result of the closure of the Charter School, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the District or another California public school, school district, or county office of education. Upon the winding up and dissolution of the corporation, any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

On closure, MSA-Santa Ana shall remain solely responsible for all liabilities arising from the operation of MSA-Santa Ana.

As MSA-Santa Ana is operated as a non-profit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of MSA-Santa Ana and student transfers.

In addition to the final audit, MSA-Santa Ana shall also submit any required year-end financial reports to the California Department of Education and the Orange County Superintendent of Schools, in the form and timeframe required, including, but not limited to, those required by Education Code Section 47604.33.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other agreement between the District and MSA-Santa Ana or any other act or event that would end MSA-Santa Ana's right to operate as a charter school pursuant to the Charter or cause MSA-Santa Ana to cease operation. MSA-Santa Ana and the 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 MSA-Santa Ana breach any obligation under its Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol 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.

MSA-Santa Ana shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

In the event that the Charter School closes, the CEO will serve as the Charter School's closure entity.

ADDITIONAL PROVISIONS

FACILITIES

The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(g).

As part of Charter School Facilities Program Proposition 1D program - a government program whereby the State of California sells bonds that are used to fund school construction for charter schools, MSA-Santa Ana was awarded bonds totaling $17.4 million.

During 2015-2016 school year, MSA-Santa Ana designed and built a two-story facility totaling 48,353 square feet with 34 classrooms on a lot of 2.68 Acres at 2840 W 1st Street in the City of Santa Ana in Orange County. The new two-story facility can house up to 1,100 students in grades TK through 12th. The design incorporates 34 standard classrooms, science lab and computer labs, library, conference rooms, offices and administration areas. MSA- Santa Ana Campus also include a-6,509 square feet gym with cafeteria, shade structures and a playground.

ADMINISTRATIVE SERVICES

"The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(g).

MSA-Santa Ana will procure its own administrative services through an appropriately qualified third-party contractor. MSA-Santa Ana currently contracts with DMS for back-office services including, but not limited to, the following:

- Accounting
- Budgeting
- Accounts Payable/Receivable
- Budget
- Board Reporting
- Financial reporting and forecasting
- Accounting and bookkeeping services
- Cash management
- Compliance and data management services

MSA-Santa Ana will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. MSA-Santa Ana shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

CIVIL LIABILITY IMPACT

"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(g).

MSA-Santa Ana shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. MSA-Santa Ana shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of MSA-Santa Ana.

Further, MSA-Santa Ana intends to enter into a memorandum of understanding with the District, wherein MSA-Santa Ana shall indemnify the District for the actions of MSA-Santa Ana under this Charter and MSA-Santa Ana shall comply with the indemnification, defense and hold harmless provisions set forth in this Charter.

The corporate bylaws of MSA-Santa Ana shall provide for indemnification of the MSA-Santa Ana Board, officers, agents, and employees, and MSA-Santa Ana will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts and types will be, at a minimum as specified below, and shall be increased or added to (but shall not be reduced) as necessary based on recommendation of the District and MSA-Santa Ana's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of MSA-Santa Ana.

The MSA-Santa Ana Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Attached, as Appendix C, please find the following documents:

- A five-year projected budget with three-year monthly cash flow projections
- A budget narrative
- MPS' Fiscal Policies & Procedures

MSA-Santa Ana shall provide reports to the District and the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual,

independent financial audit report for the preceding fiscal year shall be delivered to the District, the County Superintendent of Schools, State Controller, and California Department of Education.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

MSA-Santa Ana shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

MSA-Santa Ana agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, MSA-Santa Ana shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District. MSA-Santa Ana agrees to permit the District to inspect and receive copies of all records relating to the operation of MSA-Santa Ana. MSA-Santa Ana is subject to the California Public Records Act, however, the District's right to inspect and receive records is not based on the Public Records Act, but rather on the District's oversight role.

INSURANCE

No coverage shall be provided to Charter School by the District including self-insured programs or commercial insurance policies. In the event MSA-Santa Ana adds locations (which may only be done through an approved material revision to its Charter), each Charter School location shall meet the below insurance requirements individually. It shall continue to be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

Charter School shall purchase and maintain in full force and effect at all times during the term of this Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the District insurance in amounts and types and subject to the terms approved by the District's risk manager, as specified below. MSA-Santa Ana's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the District or any other act or event that would end MSA-Santa Ana's right to operate as a charter school pursuant to its Charter or cause MSA-Santa Ana to cease operations until MSA-Santa Ana has fully complied with the Closure Protocol set forth in its Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the District and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the District and/or the defense, indemnity, and hold-harmless obligations of MSA-

Santa Ana, throughout the life of the Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the District, MSA-Santa Ana shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than $5,000,000 per occurrence and $20,000,000 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of $20,000,000 per occurrence.

A. General Liability Insurance Endorsement Negligence Related to **Sexual Abuse or Molestation** providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of $20,000,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than $1,000,000 per occurrence and $5,000,000 in the aggregate.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of MSA-Santa Ana. If any District property is leased, rented or borrowed, it shall also be insured by MSA-Santa Ana in the same manner as (a), (b), and (c) above.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $2,000,000 per occurrence and $4,000,000 in aggregate, which shall be increased to not less than $5,000,000 per occurrence and $10,000,000 in aggregate should MSA-Santa Ana transport students in vehicles owned, leased, or rented by MSA-Santa Ana.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators' legal liability and error and omissions in an amount not less than $1,000,000 per "claim" with an aggregate policy limit of $20,000,000.

FIDELITY BOND coverage shall be maintained by MSA-Santa Ana to cover all MSA-Santa Ana employees who handle, process or otherwise have responsibility for MSA-Santa Ana funds,

supplies, equipment or other assets. Minimum amount of coverage shall be $1,000,000 claim, with an aggregate policy limit of $5,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the District, the District Board, Superintendent, Board members, officers, Board- or Superintendent-appointed groups, committees, boards, and any other Board- or Superintendent-appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "District and the District Personnel") as additional insureds; (b) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of MSA-Santa Ana's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by MSA-Santa Ana; (c) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (d) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, MSA-Santa Ana shall also provide the District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, MSA-Santa Ana shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter may be subject to revocation pursuant Education Code Section 47607.

The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of MSA-Santa Ana or of any insurer or joint powers authority to the District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the District and/or the District Personnel are waived.

VERIFICATION OF COVERAGE

MSA-Santa Ana shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the District risk manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate

originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of MSA-Santa Ana to defend, indemnify, and hold harmless the District and the District Personnel.

DEDUCTIBLES AND LIMITS OF LIABILITY

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of MSA-Santa Ana to defend, indemnify, and hold harmless the District and the District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the District.

MSA-Santa Ana shall promptly respond to all inquiries from the District regarding any claims against MSA-Santa Ana and/or any obligation of MSA-Santa Ana under the foregoing provisions of this Charter.

INDEMNIFICATION

To the fullest extent permitted by law, MSA-Santa Ana agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to District and hold harmless the District, the District Board, Superintendent, Board members, officers, Board- or Superintendent-appointed groups, committees, boards, and any other Board- or Superintendent-appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "District and the District Personnel") (collectively "Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of MSA-Santa Ana, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other MSA-Santa Ana appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of MSA-Santa Ana in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the District and/or in any way related to the operation or operations of MSA-Santa Ana or of any other facility, program, or activity.

The obligations of MSA-Santa Ana to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate MSA-Santa Ana to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by

the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of MSA-Santa Ana shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitee(s).

MSA-Santa Ana further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

MSA-Santa Ana's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter and/or any Memorandum of Understanding or other agreement between MSA-Santa Ana and the District or any other act or event that would end MSA-Santa Ana's right to operate as a charter school pursuant to its Charter or cause MSA-Santa Ana to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law.

MSA-Santa Ana shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status on or before July 1 following approval of this Charter, or as soon as such tax exempt status is approved by the IRS, and shall maintain its tax exempt status throughout the term of the Charter. Nothing in this paragraph shall serve to reduce or excuse MSA-Santa Ana's obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

TRANSPORTATION

MSA-Santa Ana is not required to provide transportation to and from school, except as required by law, including but not limited to the IDEA and the McKinney-Vento Homeless Assistance Act.

BUSINESS AND OPERATIONS MANAGEMENT

MSA-Santa Ana is being operated as a nonprofit public benefit corporation and shall at all times operate as a distinct and separate LEA and shall maintain its own set of financial records, distinct from any other school(s) or entities that may be operated by related individuals or entities, including any existing charter schools or additional or new charter schools that may be approved after the effective date of this Charter. MSA-Santa Ana shall also maintain its own separate and distinct financial records and account code(s) (i.e. Site Code).

At all times MSA-Santa Ana shall submit financial reports for the Charter School as a distinct LEA and have audits performed on the financial statements of the Charter School. In areas where overlap in purchasing or resource allocation might occur between MSA-Santa Ana and any other entity, the Charter School shall maintain Financial Policies and Procedures describing how allocations will occur between distinct LEAs and entities and provide the Financial Policies and Procedures to the District prior to any such overlap or sharing. In no event shall MSA-Santa Ana develop or revise such Financial Policies

and Procedures or its practices in any manner which would be inconsistent or in conflict with the terms of its Charter or other agreement between MSA-Santa Ana and the District. The Financial Policies and Procedures shall specify whether there will be shared costs, resources, services, staff, etc., and the methodology that will be used to ensure a fair and appropriate distribution of services and costs. Such financial policies shall include a means of ensuring that all funds generated by and attributable to MSA-Santa Ana authorized pursuant to this Charter will be maintained and expended for the educational benefit of the students at this Charter School.

Should any related entity obtain approval of or otherwise open another charter school or any other entity with which MSA-Santa Ana will share expenses or services, prior to such other school/entity commencing operation and prior to the commencement of each fiscal year thereafter, MSA-Santa Ana shall provide to the District, if applicable, a calculation of all costs projected to be shared between MSA-Santa Ana and any such related entity-operated school(s)/entity(ies), including the factual and fiscal basis on which the projected cost share has been calculated. Should there be a significant deviation from the projections during the fiscal year, MSA-Santa Ana shall immediately provide the District with an updated calculation, including the factual and fiscal basis for the revisions. Any shared costs shall be clearly accounted for in MSA-Santa Ana's financial records and reviewed as part of MSA-Santa Ana's annual fiscal audit.

Should the District or FCMAT seek records or information related to MSA-Santa Ana's operations, including its finances, which records or information are held by any other entity – including but not limited to an educational management organization, charter management organization, back office or administrative services provider, or any other contractor or consultant – MSA-Santa Ana shall make every effort promptly to obtain from such entity and provide to the District and/or FCMAT all such requested records or information.

FREE SCHOOLS

MSA-Santa Ana shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, and California Code of Regulations, Title 5, Section 350, in all aspects of the MSA-Santa Ana program. Under no circumstances shall any student be adversely impacted by MSA-Santa Ana, in any manner, in admission, registration, offers of course credit or educational activities for financial reasons, including without limitation a failure to make a financial contribution of any kind or for failure to make donations of goods or services, including in-kind or volunteer services, to MSA-Santa Ana, nor shall any course credit or privileges related to MSA-Santa Ana education activities be provided in exchange for money or donations of goods or services, including in-kind and/or volunteer services. Any and all volunteer policies, documents, or other communications requesting or encouraging parents/guardians to volunteer shall clearly specify that any such volunteering or making of donations is purely optional and not required as a condition of admission, continued enrollment, or any other privilege offered by MSA-Santa Ana. Any complaints alleging unlawful pupil fees shall be processed by MSA-Santa Ana in accordance with Education Code Section 49013 and the Uniform Complaint Procedures.

Annually, MSA-Santa Ana shall send a notice to all parents/guardians informing them that parental involvement is not a requirement for acceptance to, or continued enrollment at, MSA-Santa Ana.

SUPERVISORIAL OVERSIGHT FEE

The District may charge for the actual cost of supervisory oversight of MSA-Santa Ana, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). MSA-Santa Ana acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

Other Services Fees

MSA-Santa Ana may opt to seek to contract with the District for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, and Program Evaluation. Whether to provide such services upon request shall be in the District's sole discretion. The terms for the provision and cost of such services shall be set forth in a separate written agreement(s).

Enrollment

The Charter School shall obtain a CDS code number from the CDE and shall complete and submit enrollment and other necessary demographic information to the District, to the California Longitudinal Pupil Achievement Data System (CALPADS), and to the California Basic Education Data System (CBEDS) consistent with State timelines and requirements.

Reporting to Public Agencies

MSA-Santa Ana shall submit to the District a copy of all reports or other documents that MSA-Santa Ana is required to submit to the State or other public agency in the State, including, but not limited to:

- P-1 Attendance Report to be submitted to the State each January 15th and reflecting attendance through the last full school month ending prior to December 31;
- P-2 Attendance Report to be submitted to the State each May 1st and reflecting attendance through the last full school month ending prior to April 15;
- Annual P-3 Attendance Report to be submitted to the State each July 15th and reflecting the entire fiscal year's attendance (July 1 – June 30).

Such reports will be submitted to the District concurrently with submittal to the State or other public agency.

Notification to District Regarding Governing Body Composition

As part of the annual oversight process, the Charter School shall send to the District a list of its directors and officers annually, at any time the composition changes, and at any other time upon request.

School Calendar and Schedules

MSA-Santa Ana shall provide to the District by July l of each year the school calendar and bell schedule for the following school year, including calculation of instructional minutes. If summer school, extended

day or intersession is offered, MSA-Santa Ana shall include calendars and bell schedules for such programs.

Performance Assessments

MSA-Santa Ana shall forward results, excepting individual student results, from all statewide assessments, to the District promptly upon receipt by the Charter School, but in no event later than thirty (30) days after such receipt, except that results of the ELPAC shall be submitted to the District no later than two (2) weeks after receipt of test results. MSA-Santa Ana shall post the School Accountability Report Card (SARC) to its website by February 1st and submit an electronic copy of the SARC to the District simultaneously.

Cash Flow and Reserve

MSA-Santa Ana shall maintain an end-of-year reserve of four percent (4%) or greater of expenditures in each respective fiscal year or, in the event MSA-Santa Ana projects a lower reserve amount given the fully inclusive educational program offered by MSA-Santa Ana, as otherwise mutually agreed upon in writing following good faith discussion(s) between MSA-Santa Ana and the District.

Banking Arrangements

MSA-Santa Ana will reconcile the ledger(s) with its bank accounts or accounts in the District Treasury on a monthly basis and prepare a balance sheet. A cash flow statement will be submitted using the same time frame as the District. MSA-Santa Ana will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed five hundred dollars ($500), may be established with an appropriate ledger to be reconciled quarterly.

Property Inventory

MSA-Santa Ana's Principal or designee shall establish and maintain an inventory of all MSA-Santa Ana non-consumable goods and equipment according to a policy established by MSA-Santa Ana's Board of Directors board that shall comport with all relevant statutory requirements.

Payroll

MSA-Santa Ana or its payroll service provider will prepare payroll checks, tax and retirement withholdings, tax statements and perform other payroll support functions in coordination with MPS Payroll staff. MSA-Santa Ana's Principal or designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. MSA-Santa Ana's Principal or designee and home office payroll and human resources personnel will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement data and use of sick leave.

Business Services

MSA-Santa Ana shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of MSA-Santa Ana. Such services may be provided either by an employee of MSA-Santa Ana by MPS staff or a third-party service provider hired by MSA-Santa Ana. Any such employee or consultant (or consultant group) shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar, or providing the services of a Chief Financial Officer or similar to a California public school (charter or non-charter) in a consultant capacity.

LITIGATION

MSA-Santa Ana shall notify the District of any pending litigation or legal action taken by any party against MSA-Santa Ana or any employee, including any Special Education complaint, or due process hearing within 30 calendar days of MSA-Santa Ana's receiving said notice.

SCHOOL NAME

MSA-Santa Ana shall be known as Magnolia Science Academy – Santa Ana. MSA-Santa Ana may not change its name, nor operate under any other name, without the prior express written approval of the District.

TERM, RENEWAL AND MATERIAL REVISION

MSA-Santa Ana may submit a request for renewal of its charter unless otherwise agreed with the District, and only after MSA-Santa Ana is able to provide to the authorizer the statewide testing results for the fourth year of its current term, which are necessary in order for the authorizer to consider MSA-Santa Ana's academic performance, specifically including any increases in pupil academic achievement both schoolwide and for numerically significant pupil subgroups, as required by law. Furthermore, MSA-Santa Ana shall not submit its request for renewal at a time that would result in the period for the authorizer's consideration and action on the renewal request to include the authorizer's winter break as any such submittal would improperly and unnecessarily limit the authorizer's ability fully to evaluate and act on the renewal request.

MSA-Santa Ana understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not solely created internally by MSA-Santa Ana) and the documents specified below, has been submitted to the authorizer, receipt of the Charter renewal will be placed on the next regular authorizer Board meeting agenda for which meeting the agenda deadline has not passed, and only such receipt by the authorizer's Board shall commence the timelines for action on the renewal request. MSA-Santa Ana further acknowledges the district's agenda deadlines for Board meetings, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the authorizer's normal agenda deadline requirements, and MSA-Santa Ana may obtain specific agenda deadline information promptly from the authorizer's Superintendent or designee prior to submittal.

Any renewal or material revision request shall include all of the following materials:

1. At least 12 hard copies (in notebook or otherwise bound) of the entire renewal/materially revised Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any

appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;

2. A redline comparing the renewal/materially revised Charter to the current Charter included in the notebook;

3. An electronic (Word) version of both the clean and redline versions of the renewal/materially revised Charter along with all updated appendices.

4. An electronic (Excel) version of the Budget with all supporting calculations (i.e., LCFF calculator, etc.)

The renewal and material revision process shall be governed by the provisions of Education Code Sections 47605 and 47607 and California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed those provisions. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

MSA-Santa Ana is encouraged to consult with the authorizer regarding submittal of a draft of the renewal request prior to the formal submittal of any renewal request in order to provide additional time for authorizer review and comment, and for the parties to work cooperatively on any outstanding issues relative to MSA-Santa Ana's operations or the Charter document. Any review of or comment on the proposed renewal Charter prior to the formal submittal will be at the authorizer's sole discretion.

The authorizer's Board delegates to the Superintendent or designee and the MSA-Santa Ana Board of Directors delegates to the Principal or designee authority to waive or extend the timelines in this Charter, law, or applicable regulation for consideration or action on material revisions and/or renewals of the Charter.

MSA-Santa Ana shall at all times maintain clean Word copies of each version of the Charter that is approved by the authorizer. If a material revision or renewal request is submitted to the authorizer, MSA-Santa Ana shall maintain both the prior approved version(s) of the Charter and the revised version in electronic Word format and make any and all such versions available to the authorizer upon request.

DEBTS AND OBLIGATIONS

MSA-Santa Ana shall be solely responsible for all costs and expenses related to the Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

MSA-Santa Ana shall have no authority to enter contracts for or on behalf of the authorizer. Any contracts, purchase orders, or other documents to which the authorizer is not a party and/or which are not approved or ratified by the authorizer Board as required by law, shall be unenforceable against the authorizer and shall be MSA-Santa Ana's sole responsibility.

To the extent practicable, MSA-Santa Ana shall include the following language in any contracts it enters into:

> MSA-Santa Ana shall have no authority to enter contracts for or on behalf of the authorizer. The parties to this agreement understand, acknowledge, and agree that any contracts, purchase orders, or other documents to which the authorizer is not a specific party and/or which are not

approved or ratified by the authorizer's Governing Board, as required by law, shall be unenforceable against the authorizer's Board of Education and shall be MSA-Santa Ana's sole responsibility.

INDEPENDENT ENTITY

MSA-Santa Ana and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. MSA-Santa Ana and the authorizer shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The authorizer shall not be liable for the actions or liabilities of Charter School.

COMPLIANCE WITH LAWS

MSA-Santa Ana agrees to comply at all times with federal or state laws (which may be amended from time to time), as applicable to charter schools, including but not limited to the following:

- The Brown Act (Cal. Gov. Code, § 54950 *et seq*.);
- The Public Records Act (Cal. Gov. Code, § 6250 *et seq*.);
- The Political Reform Act (Gov. Code, § 87100 *et seq*.) and MSA-Santa Ana has agreed by the terms of this Charter to follow the rules set forth in Government Code Section 1090 *et seq*. irrespective of any arguments about the applicability generally of that provision to charter schools.
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 *et seq*.);
- The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq*.);
- The Americans with Disabilities Acts (42 U.S.C. § 12101 *et seq*.).
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act ("FEHA") Cal. Gov. Code, § 12900 *et seq*.);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794 *et seq*.);
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 *et seq*.);
- The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g *et seq*.); and
- The Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

NOTIFICATIONS

All notices, requests, and other communications under this Charter shall be in writing and mailed to the proper addresses as follows:

To the Superintendent at:
Superintendent
Santa Ana Unified School District
1601 East Chestnut Ave.
Santa Ana, CA 92701

To the Charter School at:
CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Suite 1500
Los Angeles, CA 90012

ATTACHMENTS, EXHIBITS, AND APPENDICES

All of the attachments, exhibits, and appendices to this Charter are hereby incorporated herein and made a part hereof by this reference.