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November 19, 2018

Via Hand Delivery

Lisa Constancio, Director
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814

RE: Charter Renewal Petition Appeal to the State Board of Education for Magnolia Science Academy – Santa Ana Charter Renewal Petition

Dear Director Constancio,

This letter is to inform you that Magnolia Science Academy – Santa Ana (“MSA-Santa Ana” or the “Charter School”) (operated by Magnolia Public Schools) hereby appeals the denial of MSA-Santa Ana’s charter renewal petition by the Santa Ana Unified School District (“SAUSD” or the “District”) to the State Board of Education (“SBE”), as provided for in Education Code Section 47605(k)(3) and Title 5, California Code of Regulations Section 11966.6(a).

Overview of the District Petition Timeline

- MSA-Santa Ana submitted its charter renewal petition on August 2, 2018 to the District, seeking to renew its charter for a five-year term. The District Board acknowledged receipt of the petition 26 days later, on August 28, 2018.
- On September 25, 2018, the District Board held a public hearing for the MSA-Santa Ana charter renewal petition.
- On October 9, 2018, the District Board denied the MSA-Santa Ana charter renewal petition and adopted the District’s Findings of Fact supporting the denial.

In accordance with Education Code Section 47605(k)(3), as MSA-Santa Ana was granted a charter through an appeal to the SBE, MSA-Santa Ana is submitting its renewal petition to the SBE upon denial by the District Board.

Contents of Appeal Submission

Title 5, California Code of Regulations Section 11966.6(b) requires that a charter school whose renewal petition has been denied and that wishes to appeal its petition to the State Board of Education must send specific information, which is included herein.

This submission includes the following documents:

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1. A complete copy of the original petition submission as denied by the District. Attached under Binder Tab 1, please find:
 - a. A copy of the charter petition. The charter renewal petition (Tab 1) and the description of any changes to the petition necessary (Tab 3) together provide a reasonably comprehensive description of how MSA-Santa Ana has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.
 - b. A copy of all appendices submitted with the charter petition to the District.
 - c. A copy of letters in support of MSA-Santa Ana's renewal petition, submitted with the charter petition to the District.
2. A copy of the District Board's written factual findings denying the petition for renewal. Attached under Binder Tab 2, please find:
 - a. A copy of the signed Resolution of the Governing Board of the Santa Ana Unified School District Denying the Renewal Petition for MSA-Santa Ana, and the Findings of Fact in Support of Denial of the Renewal Charter Petition.
 - b. MSA-Santa Ana Response to District Findings for Denial of Charter Petition.
3. A description of any changes to the petition necessary to reflect the SBE as the chartering entity, as applicable. (Attached under Binder Tab 3.)

Response to District Findings

MSA-Santa Ana has prepared a detailed response to the District's findings of fact in support of denial of the renewal petition, attached under Tab 2. As discussed therein, the District's findings do not meet the legal standard for denial of a charter renewal petition. Many of the findings are based on incorrect facts, misrepresentations of the contents of the charter petition, or go beyond the requirements set forth in law; therefore, the findings constitute an impermissible basis for denial of the renewal petition.

The charter petition meets or exceeds the legal requirements for a reasonably comprehensive description of all 15 required elements under Education Code Section 47605(b), as well as the additional State Board of Education regulatory guidance under Title 5, California Code of Regulations, Section 11967.5.1; and the charter presents a sound educational program. Please review the detailed response to District findings under Tab 2.

Implementation of all Charter Elements

During our current charter term, MSA-Santa Ana has complied with all applicable legal requirements, including operating with fidelity to all of the legally required charter elements in accordance with our charter petition. MSA-Santa Ana has updated the renewal petition to comply with new legal updates, and shall continue to comply with all applicable legal requirements in a manner consistent with our charter petition.

Charter Renewal Criteria Met

As outlined in detail in the attached charter renewal petition (Tab 1), MSA-Santa Ana meets the charter renewal criteria under Education Code Section 47607(b)(4) as its academic performance is at least equal to the academic performance of the public schools that MSA-Santa Ana students

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would otherwise have been required to attend, and the academic performance of the demographically similar schools in the District. In addition, we have also identified alternative measures of academic performance in our charter renewal petition to demonstrate support for our students' academic achievement during our current charter term.

Academic Achievements

With a 100% graduation rate and over 89% A-G requirement completion rates, our students continue performing higher than many of the comparable schools and SAUSD in the Smarter Balanced Assessment Consortium ("SBAC") tests, as highlighted in our renewal petition.

It should be noted that MSA-Santa Ana constructed a new facility and moved to its new location at 2840 W 1st Street in the City of Santa Ana in Orange County in the 2016-17 school year. We are extremely proud of this accomplishment, as facilities continue to be one of the greatest challenges facing charter schools statewide. In its new location, MSA-Santa Ana added the elementary grade span, TK-5, to its program. The relocation and a significant expansion from 144 students in grades 6-12 to 639 in grades TK-12 resulted in the Charter School attracting more, and a higher percentage of, students with greater needs. As a result of this relocation and significant expansion, MSA-Santa Ana's student demographics changed considerably during the current charter term. In 2015-16, more than 500 new students enrolled at the Charter School. In 2015-16, MSA-Santa Ana served a total of 144 students in grades 6-12 with 13% of students categorized as English Learners ("EL") and 60% of students eligible for Free or Reduced-Priced Meals ("FRPM"). The next year, 2016-17, the Charter School's enrollment increased to 639 students in grades TK-12 with 35% ELs and 79.5% eligible for FRPM.

MSA-Santa Ana has historically outperformed SAUSD averages in the English Language Arts ("ELA") section of the SBAC. Our students' proficiency rates jumped from 53% of students meeting or exceeding standards in 2015 to 73% of students meeting or exceeding standards in 2016, which was well above SAUSD and state averages. Even with a significant change in its demographics in 2017, 47.14% of MSA-Santa Ana students met or exceeded standards in the ELA section of the SBAC tests.

Additionally, MSA-Santa Ana students outperformed their peers in SAUSD in the Math section of the SBAC tests. MSA-Santa Ana increased its 2015 SBAC proficiency rates from 38% of students meeting or exceeding standards in 2015 to 46% of students meeting or exceeding standards in 2016. In 2017, after the demographic shift in student population, the percentage of MSA-SA students meeting or exceeding the standards was 32.50%, higher than SAUSD's rate of 22.41%.

Because MSA-Santa Ana has a particularly large EL population (33.6%), the Charter School focuses heavily on the reclassification of English Learners, including support for Long-Term English Learners ("LTELs"). In 2016-17, even though most of our ELs were in their first year at the Charter School, MSA-Santa Ana reclassified 50% of ELs, which was a rate higher than or at least equivalent to all of our comparison schools. In 2017-2018, MSA-Santa Ana reclassified 28.10% of our ELs; again, well above typical reclassification rates at most of the comparison schools. Even with these high reclassification rates, our EL population outperforms SAUSD students both in ELA and Math sections of the SBAC assessments.

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MSA-Santa Ana is also proud of its full inclusion special education program serving more than 100 students, or 15% of our student population.

Our students with disabilities continued performing far better than their peers in the SAUSD both in ELA and Math of the 2018 SBAC tests. On average, 20.59% of MSA-Santa Ana students in grades 7 and 8 (the only numerically significant groups) met or exceeded the ELA standards compared to 5.23% in SAUSD, while in average 11.27% of MSA-SA's students met or exceeded the Math standards as compared to 4.76% in SAUSD.

In addition to academic gains as measured by state tests, MSA-Santa Ana accomplished many other achievements during the current charter term, as outlined below:

- 2016 Title I School Achievement Award
- 2016 California Business for Education Excellence (“CBEE”) Honor Roll Science, Technology, Engineering and Mathematics (“STEM”) Designation in Math and Science
- A 2017 4-year cohort graduation rate of 100%, with 89% of graduates 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. In 2016, 70% of our graduates were admitted to four-year colleges and universities, with 12 acceptances to schools ranked in the top 50 in the nation.
- California Scale-Up Multi-Tiered System of Supports Cohort 3 Grant Award recipient
- MSA-Santa Ana middle school Robotics Team represented our Charter School successfully in the local LEGO League qualifying event.
- Moved to a new location. Finished \$4-million gymnasium, cafeteria, and play area project.
- MSA-Santa Ana students earned silver and bronze certificate from U.S. Congressional Award, which takes into consideration voluntary public service, personal development, physical fitness, and expedition/exploration.
- First student accepted to UC Berkeley
- National History Bee finalist
- Academic Pentathlon and Decathlon teams earned several medals in the Orange County chapter.
- Increased enrollment to 740 students. Added TK-5 programs.
- Attended the Magnolia Public Schools Science, Technology, Engineering, Arts and Mathematics (“STEAM”) EXPO with over 20 projects.
- Established partnerships with UC Irvine BEALL Center and Mount Wilson Observatory.
- Student projects selected for the rocket mission at NASA Wallops Flight Facility.
- Two high students accepted to the U.S. Naval Academy summer STEM program with full scholarships.
- Students received several places in the Orange County Science and Engineering Fair, including one middle school student who placed second.

Conclusion

The Santa Ana Unified School District Board denied the MSA-Santa Ana charter renewal petition on October 9, 2018. We are therefore submitting this appeal of a petition for renewal to

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the SBE, pursuant to Title 5, California Code of Regulations Section 11966.6(a), for the SBE's decision to grant or deny the petition for renewal, pursuant to Section 11966.6(c)(1)-(2).

By signing below, I confirm that I wish to submit this petition for appeal to the State Board of Education and certify that MSA-Santa Ana, as petitioners, will comply with all laws applicable to charter schools in California. We look forward to working with the SBE and the California Department of Education during consideration of the charter petition. Please feel free to contact me via email (arubalcava@magnoliapublicschools.org) or phone ((213) 628-3634) if you have any questions.

Sincerely,



Alfredo Rubalcava
CEO & Superintendent
Magnolia Public Schools



GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY SANTA ANA
Resolution #20180614-3

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy Santa Ana Charter Renewal Petition for a Five-Year Term (July 1, 2019-June 30, 2024) to the Santa Ana Unified School District Board of Education.

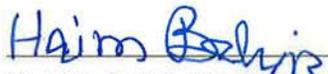
NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the submission of the Charter Renewal Petition for Magnolia Science Academy Santa Ana, to the Santa Ana Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

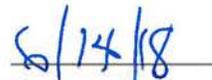
Mr. Alfredo Rubalcava, CEO & Superintendent will serve as "Lead Petitioner", and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same. Erdinç Acar, Chief Academic Officer, is the interim Principal/Instructional Leader for Magnolia Science Academy Santa Ana (the selection process will be completed prior to petition submission)
Ernany "Nanie" Montijo is the Onsite Financial Manager

Resolved on June 14, 2018 by the following vote:

Board Member	Vote
Dr. Saken Sherkhonov	Yes
Dr. Umit Yapanel	Yes
Mr. Serdar Orazov	Yes
Dr. Salih Dikbas	Absent
Mr. Haim Beliak	Yes
Ms. Charlotte Brimmer	Yes
Ms. Sandra Covarrubias	Yes
Ms. Diane Gonzalez	Yes
Mr. Shohrat Geldiyev	Newly Appointed Board Member (NA)

Aye: 7
Nay: 0
Abstention: 0


Mr. Haim Beliak, Vice Chair


Date

MPS Board of Directors

Board Governance Policies

Conflict of Interest Code

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the **Magnolia Educational & Research Foundation (MERF)**.

Individuals holding designated positions shall file statements of economic interests with the **MERF**, which will make the statements available for public inspection and reproduction. (Government Code § 81008) All statements will be retained by **MERF**.

Board Governance Policies

Conflict of Interest Code

APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary)	1, 2
Chief External Officer	1, 2
Regional Director – South	1, 2
Regional Director – North	1, 2
Chief Operations Officer	1, 2
Chief Academic Officer	1, 2
Chief Accountability Officer	1, 2
Chief of Human Resources/Director of Human Resources	1, 2
Chief Growth Officer (Consultant)	1, 2
Directors of New School Development	1, 2
Director of Partnerships	1, 2
Director of Information Technology/IT Director	1, 2
Principals	1, 3
Business Managers/Senior Financial Analysts	1, 3
Manager of Capital Projects and Facilities	1, 3
IT Manager	3
Office Managers	3
Contract Compliance Manager	3
Accounts Payable – Vendor Relations	3
Consultants/New Positions	*

* Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The CEO/President or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO/President or designee’s determination is a

Board Governance Policies

Conflict of Interest Code

public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Government Code § 81008)

APPENDIX B

DISCLOSURE CATEGORIES

Category 1:

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by MERF's charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2:

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by MERF.

Category 3:

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department. For the purpose of this category a Principal's department is his/her entire school.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
CONFLICT OF INTEREST POLICY

I. PURPOSE

The purpose of this Conflict of Interest Policy ("Policy") is to protect Magnolia Educational & Research Foundation's ("Charter School") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) the Charter School's Conflict of Interest Code, adopted pursuant to the Political Reform Act (Government Code Section 81000 *et seq.*), including the exhibits attached thereto.

II. DESIGNATED EMPLOYEES

Employees of this Charter School, including members of the Board of Directors ("Board") and candidates for election and/or appointment to the Board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Appendix A," which is hereby incorporated by reference, attached to the Charter School's Conflict of Interest Code.

III. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

IV. MANNER OF DISQUALIFICATION

A. Non-Board Member Designated Employees

When a non-Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Board Member Designated Employees

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

Board Governance Policies

Conflict of Interest Policy

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and comply with any applicable provisions of the Charter School bylaws.



Magnolia Public Schools Minutes

Annual/Regular MPS Board Meeting

Date and Time

Thursday June 14, 2018 at 5:00 PM

Location

MPS Home Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012

Board Members who participated remotely joined from the following locations:

- 1363 Ridgcrest Rd Pinole, CA 94564 (Dr. Serdar Orazov)

Board Members:

Dr. Saken Sherkhanov, Chair
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Haim Beliak
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias

CEO & Superintendent:

Dr. Caprice Young

Directors Present

C. Brimmer, D. Gonzalez, H. Beliak, S. Covarrubias, S. Orazov (remote), S. Sherkhanov,
U. Yapanel

Directors Absent

S. Dikbas

Directors Arrived Late

S. Orazov, U. Yapanel

Magnolia Public Schools - Annual/Regular MPS Board Meeting - Minutes - Thursday June 14, 2018 at 5:00 PM

Directors Left Early

S. Orazov, U. Yapanel

I. Opening Items

A. Call the Meeting to Order

S. Sherkhanov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jun 14, 2018 @ 5:41 PM at MPS Home Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012.

B. Record Attendance and Guests

S. Orazov arrived at 5:45 pm, U. Yapanel arrived at 5:54 pm.

C. Pledge of Allegiance

B. Torres, Executive Assistant, led the Pledge of Allegiance.

D. Public Comments

There were no public comments.

E. Approval of Agenda

S. Sherkhanov made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez Aye
S. Orazov Absent
S. Sherkhanov Aye
H. Beliak Aye
C. Brimmer Aye
S. Covarrubias Aye
U. Yapanel Absent
S. Dikbas Absent

F. Approval of Minutes of Special Ad-Hoc Committee Meeting from May 24, 2018

D. Gonzalez made a motion to approve minutes from the Special Ad Hoc Committee Meeting on 05-24-18.

S. Covarrubias seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Dikbas Absent
S. Orazov Absent
S. Covarrubias Aye
H. Beliak Aye
U. Yapanel Absent
C. Brimmer Aye
S. Sherkhanov Aye
D. Gonzalez Aye

G. Approval of Minutes of Regular Board Meeting from May 24, 2018

D. Gonzalez made a motion to approve minutes from the Special Board Meeting on 05-24-18.

S. Covarrubias seconded the motion.

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The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez Aye
S. Orazov Absent
S. Sherkhonov Aye
S. Covarrubias Aye
H. Beliak Aye
S. Dikbas Absent
C. Brimmer Aye
U. Yapanel Absent

H. Approval of Minutes of Special Board Meeting from May 24, 2018

D. Gonzalez made a motion to approve minutes from the Special Board Meeting on 05-24-18.

S. Covarrubias seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sherkhonov Aye
S. Orazov Absent
H. Beliak Aye
C. Brimmer Aye
S. Dikbas Absent
D. Gonzalez Aye
U. Yapanel Absent
S. Covarrubias Aye

II. Consent Items

A. Approval of MPS Student Attendance Policy

H. Beliak made a motion to approve the Student Attendance Policy under Consent with the requested amendments.

S. Covarrubias seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez Aye
S. Covarrubias Aye
S. Orazov Aye
C. Brimmer Aye
H. Beliak Aye
S. Dikbas Absent
U. Yapanel Aye
S. Sherkhonov Aye
U. Yapanel arrived late.
S. Orazov arrived late.

B. Approval of 2018-19 Student/Parent Handbook

H. Beliak made a motion to approve the 2018-19 Student/Parent Handbook under Consent with the amendments requested.

S. Covarrubias seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Dikbas Absent
S. Covarrubias Aye
S. Sherkhonov Aye
C. Brimmer Aye

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H. Beliak Aye
D. Gonzalez Aye
S. Orazov Aye
U. Yapanel Aye

C. Approval of Certification of Signatures Form for Charter School Funds Distribution Authorization

H. Beliak made a motion to approve the Certification of Signatures Form for Charter School Funds Distribution Authorization, signatures will be effective July 1, 2018 through June 30, 2019.

S. Covarrubias seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sherkhanov Aye
U. Yapanel Aye
D. Gonzalez Aye
S. Covarrubias Aye
S. Orazov Aye
S. Dikbas Absent
H. Beliak Aye
C. Brimmer Aye

D. Approval of 2018-19 Financial Policies and Procedures Manual

H. Beliak made a motion to approve the Fiscal Policies Manual for Magnolia Public Schools under Consent.

S. Covarrubias seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Dikbas Absent
U. Yapanel Aye
S. Covarrubias Aye
D. Gonzalez Aye
S. Orazov Aye
C. Brimmer Aye
H. Beliak Aye
S. Sherkhanov Aye

E. 2018-19 Certification of Assurances, Protected Prayer Certification, Application for Funding

H. Beliak made a motion to approve the 2018-19 Certification of Assurances, 2018-19 Protected Prayer Certification, 2018-19 Application for Funding and General Assurances under Consent.

S. Covarrubias seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Covarrubias Aye
S. Sherkhanov Aye
C. Brimmer Aye
U. Yapanel Aye
S. Dikbas Absent
H. Beliak Aye
D. Gonzalez Aye
S. Orazov Aye

F. Approval of Local Control and Accountability Plans (LCAP) for all MPS

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H. Beliak made a motion to approve the LCAPs for MPS.
S. Covarrubias seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Orazov Aye
S. Covarrubias Aye
S. Dikbas Absent
H. Beliak Aye
D. Gonzalez Aye
S. Sherkhanov Aye
C. Brimmer Aye
U. Yapanel Aye

III. Closed Session

A. Public Announcement of Closed Session

S. Sherkhanov, MPS Board Chair, announced that the board would be going into Closed Session to discuss one matter of anticipated litigation and the public employment of the CEO and Superintendent and stated that the Board would reconvene Open Session once Closed Session is complete.

B. Conference with Legal Counsel - Anticipated Litigation - One Matter

The Board discussed this item in Closed Session.

C. Public Employment: CEO & Superintendent

The Board discussed this in Closed Session.

D. Report Out From Closed Session

No actions were taken during Closed Session.

IV. Action Items

A. Appt. CEO and Supt. or Designated Interim CEO and Supt. and Authorize Board Chair to Negotiate Agrmt

S. Sherkhanov, MPS Board Chair, stated that as to the next item regarding approval of the Chief Executive Officer/Superintendent employment agreement, I am required by law to indicate, prior to any vote on the employment contract that the Chief Executive Officer/Superintendent contract which is for a one (1) year term July 1, 2018 to June 30, 2019, provides a base annual salary of \$210,000. The contract also provides for the same health benefits and other paid time off as all other full-time certificated employees. I would also note that the annual salary is wholly in keeping with the compensation comparability study the Board has received. He also explained the selection process where the Ad Hoc Committee met twice to review resumes and conduct interviews of potential candidates. S. Sherkhanov, asked, A. Rubalcava, the potential candidate to give a few words to the community. He stated he was looking forward to the opportunity and he thanked C. Young, current MPS CEO and Superintendent for her work, dedication and mentorship. S. Sherkhanov, went back to explain that the organization was moving toward stronger academics and the recommended candidate had a strong academic background. C. Brimmer, MPS Board Member, asked further questions to the committee on how the candidates were screened and what questions were asked during the interviews.

S. Sherkhanov made a motion to appoint Alfredo Rubalcava as the CEO & Superintendent of Magnolia Public Schools for the term of July 1, 2018- June 30, 2019 and give the contract that the Board has approved.

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S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Covarrubias Aye
C. Brimmer Abstain
D. Gonzalez Aye
S. Sherkhanov Aye
U. Yapanel Aye
H. Beliak Aye
S. Orazov Aye
S. Dikbas Absent

B. Approval of New MPS Board Member Nomination

U. Yapanel, MPS Nominating Committee Member, informed the Board that there was a need to fill the vacant board seat with a member of Orange County due to the Orange County MPS representative resigning from the Board. He stated that there were three nominees, one former parent, one current parent and one past employee, all whom participated in the nominating committee meeting to answer questions regarding their interest in the Board. C. Brimmer, MPS Board Member, asked about the process of candidate screening which the committee responded to. After further discussion, the committee decided that the best candidate was S. Geldiyev. The committee recommended to offer him to complete the remaining term first before a full term so the Board can see the fit and commitment, the term would end March 11, 2020.

H. Beliak made a motion to approve the recommendation of the Nominating Committee to appoint S. Geldiyev as an MPS Board Member with a term ending on March 11, 2020.

S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas Absent
C. Brimmer Abstain
D. Gonzalez Aye
S. Covarrubias Aye
H. Beliak Aye
S. Sherkhanov Aye
U. Yapanel Aye
S. Orazov Aye

C. Election of 2018-19 MPS Board Officers & Committee Chairs & Approval of 2018-19 Committee Calendars

S. Sherkhanov, MPS Board Chair, presented to the Board his proposed changes to the MPS Board committees. The main change was merging the current Personnel Committee and Community and Parent Engagement Committee into one committee called Stakeholder Engagement Committee. The Board agreed on this change. The Board discussed in depth what board members would be on each committee and which committees require alternate board members. There were changes made on the proposed list of committee members. After a lengthy discussion and presentation from B. Holman at Musick Peeler & Garrett LLP, The Board decided to not appoint corporate officers at this meeting which included the MPS Board Secretary and MPS Treasure/Chief Financial Officer, these appointments will be presented at another Board meeting. B. Holman, advised that these officers be staff of the organization and not members of the Board. The Board would like to discuss this further.

S. Orazov made a motion to approve the creation of the Stakeholder Engagement Committee, dissolve the Community & Parent Engagement Committee and

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Personnel Committee, approve the proposed Chairperson of each committee and approve the 2018-19 Committee Meeting Calendar. S. Sherkhanov was reappointed as MPS Board Chair, H. Beliak was appointed as MPS Vice Chair for 2018-19.

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak Aye
S. Covarrubias Aye
U. Yapanel Aye
D. Gonzalez Aye
S. Dikbas Absent
S. Sherkhanov Aye
S. Orazov Aye
C. Brimmer Aye

D. Approval of Resolutions for Magnolia Science Academy- 6, 7 and Santa Ana Charter Renewal Petitions

I. Soto, Interim Chief External Officer, explained the resolutions for the renewing charters MSA 6, MSA7, and MSA Santa Ana. He stated that the new CEO & Superintendent would be the lead petitioner and N. Montijo would be the Onsite Financial Manager. I. Soto went over submission dates and submission requirements. All questions were addressed.

S. Sherkhanov made a motion to approve the board resolutions that authorize the filing of the Charter Renewal Petitions with the Los Angeles Unified School District for Magnolia Science Academy 6, Magnolia Science Academy 7, and the Santa Ana Unified School District for Magnolia Science Academy Santa Ana and give authority to the incoming CEO & Superintendent to serve as the Lead Petitioner.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Covarrubias Aye
U. Yapanel Aye
S. Orazov Aye
H. Beliak Aye
C. Brimmer Aye
S. Dikbas Absent
S. Sherkhanov Aye
D. Gonzalez Aye

E. Award of five (5) Contracts for the MSA-1 Construction & Tenant Improvement Project

P. Ontiveros, MPS Director of Facilities and General Counsel, gave a quick overview on the contracts being approved for the MSA-1 construction project, he explained why the contracts were needed, what the amounts were, he went over the procurement process and explained why these particular vendors were chosen. T. Buresh, Construction Manager from PrimeSource, attended the meeting and helped address specific questions on the project. He explained in depth the issues of the current structure and how an earthquake can affect it with out the requested repairs. This item was revised after the MPS budget was discussed and approved.

H. Beliak made a motion to approve the award of the following contracts to the following entities: (1) Terry A. Hayes and Associates - for CEQA services related to the zone change application for MSA-1 new construction - on a time and material basis not to exceed \$38,195 (2) Leighton Consulting, Inc. - for laboratory inspection and deputy inspection services for MSA-1 new construction

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- on a time and material basis not to exceed \$70,000 with a contingency of \$10,000 (for a total of \$80,000) (3) Pacific Engineers Group, Consulting Electrical Engineers - for electrical services related to tenant improvements to existing MS building - on a time and material basis not to exceed \$25,000 (4) Maroko & Shwe, Inc. - for mechanical services related to tenant improvements to existing MS building - on a time and material basis not to exceed \$35,000 (5) Brandow & Johnston Structural Engineers - for structural services related to tenant improvements to existing MS building - on a lump sum basis for \$52,000.

C. Brimmer seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Orazov Absent
U. Yapanel Absent
D. Gonzalez Aye
C. Brimmer Aye
S. Sherkhanov Aye
H. Beliak Aye
S. Covarrubias Aye
S. Dikbas Absent
U. Yapanel left early.
S. Orazov left early.

F. Approval of 2018-19 Magnolia Public Schools Budget Including Master List of Contracts over \$25,000

This item was discussed by the Finance Committee before it went to the full board. N. Montijo, Chief Financial Officer, went over the changes she made to the budget based on the requests from the Finance Committee members. She explained the changes made to MSA 5 based on the requests from the authorizer of that school. S. Sherkhanov, MPS Chair, briefly went over each school's budget. S. Orazov, MPS Board Members and Finance Committee Member, gave supporting information to the Board on school that required extra details. All questions were addressed.

S. Orazov made a motion to adopt the 2018-19 Budget as reviewed and recommended for approval by the MPS Finance Committee and approve all ongoing contracts over \$25,000 for fiscal year 2018-19 as listed in the attached document with the amendment for MSA-5 which will have an additional saving in expenses of \$25,000.

S. Covarrubias seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Dikbas Absent
S. Sherkhanov Aye
U. Yapanel Absent
S. Covarrubias Aye
C. Brimmer Aye
S. Orazov Aye
H. Beliak Abstain
D. Gonzalez Aye
U. Yapanel left early.
S. Orazov left early.

V. Discussion Items

A. Financial Update- April 2018

K. Dietz, EdTec Representative, presented a quick update on the April 2018 financials, all questions were addressed.

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B. Facility Updates

P. Ontiveros, MPS facilities Director, gave a brief update on the ongoing facility projects of the various MSA schools, all questions were addressed.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:20 PM.

Respectfully Submitted,
S. Sherkanov



Magnolia Science Academy – Santa Ana
2840 West 1st Street, Santa Ana, CA 92703
P: (714) 479-0115 F: (714) 242-1449

Random Public Drawing (Lottery) Application 2019-2020

DEAR PARENT AND STUDENT:

Thank you for your interest in MAGNOLIA PUBLIC SCHOOLS (MPS).

Please fill out this Random Public Drawing (Lottery) Application form using black or blue ink.

LOTTERY APPLICATION MUST BE RECEIVED BY JANUARY 11, 2019 by 3:00 PM.

Announcements from the random public drawing held at 6 PM on Thursday, January 31, 2019 will be made public after the event.

Student's Legal Name: _____
(As it appears on the birth certificate) (Last) (First) (Middle)

Student's Date of Birth: _____ / _____ / _____
(Month) (Day) (Year)

Entering Grade Level: TK KN 1 2 3 4 5
 6 7 8 9 10 11 12

Student's Address: _____
(Street Address) (Apartment #) (City) (State) (Zip Code)

Email Address _____ (.com, .org, .edu)

Home Phone No.: (_____) _____ - _____

Parent/Custodial Parent/Guardian:

Full Name: _____
(First & Last Name)

Cell Phone No. (_____) _____ - _____

Parent/Custodial Parent/Guardian:

Full Name: _____
(First & Last Name)

Cell Phone No. (_____) _____ - _____

How did you learn about MPS?

- | | |
|--|---|
| <input type="checkbox"/> Brochure, flyer, handout | <input type="checkbox"/> Advertisement: _____ |
| <input type="checkbox"/> Internet: _____ | <input type="checkbox"/> Newspaper: _____ |
| <input type="checkbox"/> Journal (name): _____ | <input type="checkbox"/> Friend |
| <input type="checkbox"/> Relative | <input type="checkbox"/> Walk-in |
| <input type="checkbox"/> Other (please specify): _____ | |

Does the student have a sibling currently enrolled at MSA-SA? YES NO

If yes, please name sibling enrolled at MSA-SA: _____

The students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

For school purposes only: In CoolSIS []	Lottery number:	Waiting list number:
---	------------------------	-----------------------------



Magnolia Science Academy – Santa Ana
2840 West 1st Street, Santa Ana, CA 92703
P: (714) 479-0115 F: (714) 242-1449

Aplicación de sorteo público (lotería) 2019-2020

ESTIMADOS PADRES Y ESTUDIANTES:

Gracias por su interés en las Escuelas Públicas de Magnolia (MPS).

Por favor llene este formulario de solicitud de sorteo público al azar (lotería) utilizando tinta negra o azul.

APLICACION DE SORTEO PÚBLICO DEBE SER RECIBIDA NO MAS TARDE DEL 11 DE ENERO 2019 A LAS 3 PM.

Anuncios del sorteo al azar el jueves, 31 de enero de 2019, a las 6 PM se harán públicos después del evento.

Nombre del estudiante: _____
(Nombre legal y como aparece en el acta de nacimiento) (Apellido) (Primer Nombre) (Segundo Nombre)

Fecha del estudiante de nacimiento: ____ / ____ / ____
(Mes) (Día) (Año)

Ingresará al nivel de grado: TK KN 1 2 3 4 5
 6 7 8 9 10 11 12

Dirección del estudiante: _____
(Calle) (Apartamento #) (Ciudad) (Estado) (Código postal)

Correo electrónico: _____ (.com, .org, .edu)

Número de teléfono de casa: (____) _____ - _____

Padre/padre con custodia/tutor:

Nombre Completo: _____
(Primer Nombre Y Apellido)

Celular: (____) _____ - _____

Padre/padre con custodia/tutor:

Nombre Completo: _____
(Primer Nombre Y Apellido)

Celular (____) _____ - _____

¿Cómo supo acerca de MPS?

- | | |
|---|---|
| <input type="checkbox"/> Anuncio: _____ | <input type="checkbox"/> Internet: _____ |
| <input type="checkbox"/> Periódico: _____ | <input type="checkbox"/> Diario (nombre): _____ |
| <input type="checkbox"/> Amigo | <input type="checkbox"/> Pariente: _____ |
| <input type="checkbox"/> Visita | <input type="checkbox"/> Otros (especificar): _____ |
| <input type="checkbox"/> Folleto, volante | |

¿Tiene el estudiante un hermano(a) matriculado en MSA-SA? SI NO

En caso afirmativo, por favor nombre hermanos matriculados en MSA-SA: _____

Los estudiantes no tienen ningún derecho de admisión en una escuela particular de cualquier agencia de educación local como consecuencia de la inscripción en la escuela Charter, excepto en la medida en que tal derecho se extiende por la agencia de educación local.

For school purposes only: In CoolSIS [] Lottery number: Waiting list number:



Dear Parents/Guardians and Students,

Thank you for your interest in Magnolia Public Schools. In order to complete enrollment in our school, we have included in this packet all required documents, including health forms and a checklist. Completing this packet, as well as submitting proof of residency and other required documents, is critical to the enrollment of your child. If you have more than one child enrolling, a separate packet must be completed for each child.

The enrollment packet is due within 10 business days of its mailing date. Students will be enrolled when the completed registration packet is received. Failure to return a complete enrollment packet by the deadline will result in rescission of admission and placement at the end of the waiting list. As any space is released due to non-response or incomplete enrollment, it will be offered to the next applicant on the waiting list.

Please only drop off or mail your completed enrollment packet and documents to the school of your original application submission.

MPS	ADDRESS	PHONE NUMBER
MSA Santa Ana	2840 W. 1 st Street, Santa Ana, CA 92703	(714) 479-0115

Thank you,
Magnolia Public Schools

The students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.



***REGISTRATION CHECKLIST
REGISTRATION FORMS (INCLUDED IN THIS PACKET):***

- | | |
|---|--|
| <input type="checkbox"/> Lottery Application Form (2018-2019) | <input type="checkbox"/> Meal Application (Due after 7/1/2018) |
| <input type="checkbox"/> Health History Card (White Card) | <input type="checkbox"/> Permission to Release School Records |
| <input type="checkbox"/> School Entrance Medical Record
(Physical/Orange Card) | <input type="checkbox"/> Student Residency Questionnaire |
| <input type="checkbox"/> Cumulative Record Information Form | <input type="checkbox"/> Consent & Release Form/Media Permission |
| <input type="checkbox"/> CALPADS Form (Student Registration) | <input type="checkbox"/> Migrant Questionnaire |
| <input type="checkbox"/> Emergency Card | <input type="checkbox"/> Parent Outreach Survey |

REQUIRED PAPERWORK

- Verification of legal name and date of birth:
Student's Birth Certificate, Baptism certificate or Passport
- Copy of Current Immunization Record
(For 7th-12th graders, proof of TDAP vaccine received after 7th birthday is required)
- Proof of Residence (i.e. copy of water and power or gas bill)

ADDITIONAL COPIES

- Official Transcript and Last Report Card Received (obtained from current school)
- Copy of current Individualized Education Plan (IEP) if child has one
- Copy of previous school CELDT/ELPAC and CAASPP scores
- Parent/Guardian DMV Driver's License/I.D., Passport, or Birth Certificate



PERMISSION TO RELEASE SCHOOL RECORDS

By my/our signature below, I/we, as parent(s) or legal guardian of _____
(Student's Full Name)

whose date of birth is _____ give permission to the principal of
(month, day, year)

_____ to release the following school records to
(current school)

Magnolia Public Schools (place a check before the records authorized to be released):

- Grades and academic records
- Psychological assessments and records
- Disciplinary records
- Attendance records and medical/immunization reports
- Testing results and/or evaluations

Parent/Legal Guardian Name **Signature** **Date**



PARENT OUTREACH SURVEY

Child's Name _____

Please check off all that apply.

1. How did you hear about Magnolia Public Schools?

- | | |
|--|---|
| <input type="checkbox"/> Postcard | <input type="checkbox"/> Family Member/Friend |
| <input type="checkbox"/> Word of Mouth | <input type="checkbox"/> Radio/Media |
| <input type="checkbox"/> Door Hanger | <input type="checkbox"/> Social Media |
| <input type="checkbox"/> Businesses | |
| <input type="checkbox"/> Event/Other: | |
-

2. Why did you choose Magnolia Public Schools?

- | | |
|---|--------------------------------|
| <input type="checkbox"/> Programs Offered | <input type="checkbox"/> Clubs |
| <input type="checkbox"/> Proximity | <input type="checkbox"/> Size |
| <input type="checkbox"/> Athletics | |
| <input type="checkbox"/> Other: | |
-

MIGRANT EDUCATION PROGRAM FAMILY QUESTIONNAIRE

Have you or anyone in your family/household worked or traveled to look for work in any of the following jobs in the last 3 years? If so, did your children move as well?

Please check all the agricultural and fishing jobs, temporary and seasonal which apply.

<input type="checkbox"/> Field Work/Agriculture	<input type="checkbox"/> Orchard <u>Examples:</u> (pick, prune, sort fruit, nut trees, vines, etc.)	<input type="checkbox"/> Nursery <u>Examples:</u> (plant, cultivate, harvest flowers, plants, trees, bushes, herbs, sod, etc.)	<input type="checkbox"/> Fishing <u>Examples:</u> (catch, sort, pack, process, transport fish or shellfish, etc.)
<input type="checkbox"/> Dairy/Farm Ranch/ Livestock	<input type="checkbox"/> Packing <u>Examples:</u> (process, store, freeze, can, pack fruits, vegetables, meats, etc.)	<input type="checkbox"/> Food Processing <u>Examples:</u> (prepare, process foods like tomato sauce, fruit jellies, chili sauce; processing of wheat or flour for tortilla items, pack cut or pack an assortment of meats.)	<input type="checkbox"/> Forestry/ Lumber

None of the above applies.



Estimados Padres / Guardianes y Estudiantes,

Gracias por su interés en las Escuelas Públicas de Magnolia. Para completar la inscripción en nuestra escuela, hemos incluido en este paquete todos los documentos requeridos, incluyendo formularios de salud y una lista de verificación. Completar este paquete, además de presentar prueba de residencia y otros documentos requeridos, es fundamental para la inscripción de su hijo. Si tiene más de un hijo inscribiéndose, debe completar un paquete por cada niño.

El paquete de inscripción se debe entregar dentro de los 10 días hábiles de su fecha de envío. Los estudiantes serán inscritos cuando se reciba el paquete de inscripción completado. Si no devuelve un paquete completo de inscripción antes de la fecha límite, se cancelará la admisión y la colocación al final de la lista de espera. Como cualquier espacio se libera debido a la falta de respuesta o inscripción incompleta, se ofrecerá al siguiente solicitante en la lista de espera.

Por favor, sólo deje o envíe por correo su paquete de inscripción completado y documentos a la escuela de su solicitud original de presentación.

MPS	ADDRESS	PHONE NUMBER
MSA Santa Ana	2840 W. 1 st Street, Santa Ana, CA 92703	(714) 479-0115

Gracias,

Magnolia Public Schools

Los estudiantes no tienen ningún derecho de admisión en una escuela particular de cualquier agencia de educación local como consecuencia de la inscripción en la escuela Charter, excepto en la medida en que tal derecho se extiende por la Agencia de educación local.



***LISTA DE REGISTRO
FORMAS DE REGISTRO (INCLUIDAS EN ESTE PAQUETE):***

- | | |
|--|--|
| <input type="checkbox"/> Aplicación de sorteo público (lotería) 2018-2019 | <input type="checkbox"/> Aplicación del plan de comida (entregar después de 7/1/2018) |
| <input type="checkbox"/> Tarjeta de Historia de Salud (tarjeta blanca) | <input type="checkbox"/> Permiso para dar los archivos escolares |
| <input type="checkbox"/> Archivo medico de entrada a la escuela (Examen físico/tarjeta anaranjada) | <input type="checkbox"/> Encuesta para los padres |
| <input type="checkbox"/> Forma de información del archivo acumulativo | <input type="checkbox"/> Forma de consentimiento y de salida/ Papel de permiso de los medios de comunicación |
| <input type="checkbox"/> Forma de CALPADS (registro del estudiante) | <input type="checkbox"/> Cuestionario de migrantes |
| <input type="checkbox"/> Tarjeta de emergencia | <input type="checkbox"/> Encuesta de divulgación de padres |

DOCUMENTOS REQUERIDOS

- Verificación del nombre legal y fecha de nacimiento:
Certificado de nacimiento del estudiante, certificado de bautismo o pasaporte
- Copia del reporte de inmunización actual
(Prueba de vacuna TDAP para estudiantes grados 7 al 12 recibido después de los 7 años)
- Prueba de domicilio (i.e. copia de la factura del gas o de electricidad)

COPIAS ADICIONALES

- Copia oficial de calificaciones de la escuela actual (Official Transcript) y último reporte de calificaciones recibidas (obtenido de la escuela actual)
- Copia del actual Plan Individualizado de Educación (IEP) si el niño tiene uno
- Copia de puntuaciones del CELDT/ELPAC, y CAASPP de la escuela actual
- Pasaporte, licencia o certificado de nacimiento del padre/tutor



PERMISO PARA DIFUNDIR LOS ARCHIVOS ESCOLARES

Por medio de mi/nuestra firma, yo/nosotros, como padres o guardianes legales de

_____ de quien la fecha de nacimiento es _____
(Primer nombre y apellido del estudiante) (mes, día, año)

doy permiso al director de la escuela _____ de que
(escuela actual)

entregue copias de los siguientes archivos a Magnolia Public Schools (marque los con una ✓ los
archivos autorizados para entregar):

- ___ Grades and academic records/Grados y archivo académico
- ___ Psychological assessments and records/Exámenes y archivos psicologicos
- ___ Disciplinary records/Archivos disciplinarios
- ___ Attendance records and medical/immunization reports/Archivos de asistencia y reportes médicos /
de inmunización
- ___ Testing results and/or evaluations/resultados de exámenes y/o evaluaciones

Nombre del padre/guardian legal

Firma

Fecha



CUESTIONARIO DE RESIDENCIA ESTUDIANTIL

Estudiante vive con: _____

- 1 Padres 1 Padres y otro adulto Un adulto que no es el padre o tutor legal
 2 Padres Un pariente Solos sin adultos

Situación de vida del estudiante (*Marque todas las que apliquen*):

- En una residencia permanente de una sola familia (casa, apartamento, condominio, casa móvil). ⁽²⁰⁰⁾
 Doble **(compartiendo vivienda)** con otras familias / individuos debido a dificultades económicas o pérdida). ⁽¹²⁰⁾
 En un refugio (nombre del refugio) ⁽¹⁰⁰⁾
 En un motel o hotel (nombre de Motel / hotel) ⁽¹¹⁰⁾
 En un programa de vivienda de transición (nombre del programa)
 En un coche, remolque o camping, temporalmente debido a una vivienda inadecuada. ⁽¹³⁰⁾
 En un remolque alquilado / casa rodante en propiedad privada. (100)
 Temporalmente en la casa o **apartamento de otra familia** debido a la pérdida de vivienda, debido a problemas financieros (por ejemplo, pérdida de empleo, desalojo o desastre natural). ⁽¹²⁰⁾
 Temporalmente con un adulto que no es el padre / tutor legal debido a la pérdida de vivienda. (Presente la Declaración Jurada de Cuidador)
 Esperando la colocación temporal (Someta la declaración jurada del cuidador)
 Otros lugares no diseñados para, o habitualmente utilizados como alojamiento regular ⁽¹³⁰⁾ alojamiento para seres humanos (explicar)
 Vivir solo, sin ningún adulto (jóvenes no acompañados) ^(3,24)

No se aplica ninguno de los anteriores. - NO HAY MÁS INFORMACIÓN REQUERIDA EN ESTE MOMENTO. Si la situación de vivienda cambia, por favor notifique a la escuela de su hijo.

-----DECLARACIÓN JURADA-----

Al firmar este formulario declaro bajo pena de las leyes en el Estado de California que lo anterior es verdadero y correcto. Además, entiendo que Magnolia Science Academy se reserva el derecho de verificar la información de residencia mencionada anteriormente.

Nombre del padre/guardian legal

Firma

Fecha



ENCUESTA PARA LOS PADRES

Nombre del estudiante _____

Por favor marque todas las que aplican.

1. ¿Cómo se enteró acerca de las escuelas públicas de Magnolia?

- | | |
|--|---|
| <input type="checkbox"/> Tarjeta postal | <input type="checkbox"/> Familiar/amigo |
| <input type="checkbox"/> Boca a boca | <input type="checkbox"/> Radio/medios |
| <input type="checkbox"/> Volante de puerta | <input type="checkbox"/> Medio Social |
| <input type="checkbox"/> Empresas | |
| <input type="checkbox"/> Evento / otros: | |

2. ¿Por qué escogió las escuelas públicas de Magnolia?

- | | |
|--|---------------------------------|
| <input type="checkbox"/> Programas ofrecidos | <input type="checkbox"/> Clubes |
| <input type="checkbox"/> Proximidad | <input type="checkbox"/> Tamaño |
| <input type="checkbox"/> Atletismo | |
| <input type="checkbox"/> Otros: | |

PROGRAMA DE EDUCACIÓN MIGRANTE CUESTIONARIO FAMILIAR

¿Usted o alguien de su familia / hogar ha trabajado o viajado para buscar trabajo en alguno de los siguientes trabajos en los últimos 3 años? Si es así, ¿se movieron sus hijos también?

Por favor, marque ✓ en todos los trabajos agrícolas y pesqueros, temporales y de temporada que se aplican.

<input type="checkbox"/> Trabajo de Campo / Agricultura	<input type="checkbox"/> Huerto <u>Ejemplos:</u> (escoger, podar, clasificar frutas, frutos secos, viñas, etc.)	<input type="checkbox"/> Planta vivero <u>Ejemplos:</u> (plantar, cultivar, cosechar flores, plantas, árboles, arbustos, hierbas, césped, etc.)	<input type="checkbox"/> Pesca <u>Ejemplos:</u> (capturar, clasificar, empaquetar, procesar, transportar pescado o mariscos, etc.)
<input type="checkbox"/> Lácteos / Ganadería / Ganadería	<input type="checkbox"/> Embalaje <u>Ejemplos:</u> (procesar, almacenar, congelar, enlatar, empaquetar frutas, verduras, carnes, etc.)	<input type="checkbox"/> Procesamiento de Alimentos <u>Ejemplos:</u> (preparar, procesar alimentos como la salsa de tomate, jaleas de frutas, salsa de chile, procesamiento de trigo o harina para artículos de tortilla, paquete de cortar o embalar un surtido de carnes).	<input type="checkbox"/> Silvicultura / Madera

No se aplica ninguno de los anteriores.



***FORMA DE CONSENTIMIENTO Y DE CEDER
PERMISO DE LOS MEDIOS DE COMUNICACIÓN***

**Nombre del
estudiante** _____

Nos gustaría mostrar el trabajo de los estudiantes y actividades de la clase en nuestro boletín escolar, en nuestra página web, y otras publicaciones relacionadas con la escuela como también compartir el trabajo de nuestra escuela con impresoras y medios de comunicación.

Por favor de marcar las cajitas con las afirmaciones que usted de permiso y firma la forma.

- | | | |
|---------------------------------|------------------------------|---|
| <input type="checkbox"/> no doy | <input type="checkbox"/> doy | Mi permiso a Magnolia Public Schools de que use el nombre de mi hijo, foto, y/o imagen de video en las publicaciones de la escuela, presentaciones de video, y en sus páginas web |
| <input type="checkbox"/> no doy | <input type="checkbox"/> doy | Mi permiso a Magnolia Public Schools de usar ejemplos del trabajo de mi hijo/a con crédito a su propio nombre en las publicaciones de la escuela y en su página web. |
| <input type="checkbox"/> no doy | <input type="checkbox"/> doy | Mi permiso a Magnolia Public Schools de supervisar los medios de comunicación en la fotografía, filmación, o entrevista de mi hijo/a para propósitos de un artículo de los medios de comunicación, noticias de la televisión, o programas de radio. |

Nombre del padre/guardian legal

Firma

Fecha

Alfredo Rubalcava

*9383 Farm Street Downey, CA 90241
818 – 437 – 8450 (cell)
josealfredorubalcava@yahoo.com*

SUMMARY OF QUALIFICATIONS

- Dynamic educational leader with proven leadership experience consisting of strong analytic skills and ability to quickly assess situations, identify trends, develop solutions and apply critical assessment in the larger context.
- Extensive experience with oversight of program operations and budget management to ensure fiscal solvency.
- Experience with coaching, supervision, program management and providing technical assistance to promote program innovation and organizational change.
- Excellent ability to use program data to drive program management, program improvement, and to identify program trends.
- Experience with development and implementation of program policies and procedures.
- Excellent interpersonal and communication skills and ability to collaborate with multiple stakeholders to successfully implement initiatives.

EDUCATION

CALIFORNIA STATE UNIVERSITY Northridge
Bachelor of Science in Kinesiology
3.0 GPA

Northridge, CA May 2002

PROFESSIONAL EXPERIENCE

CEO and Superintendent

Magnolia Public Schools, Los Angeles, CA
July 2018 - Present

- The chief executive officer and superintendent (CEO) is responsible for developing the vision, adhering to policies, achieving goals, and assisting the Board of Directors in fulfilling its responsibilities. The CEO provides oversight and guidance for the daily operational management of the schools and the organization as a whole as measured by safety, academic achievement, fiscal integrity and compliance with all laws and regulations.

Senior Advisor of Diversity, Outreach and Community Development

California Charter Schools Association, Los Angeles, CA
August 2017- June 2018

- Work with CCSA cross teams to align programmatic goals and outcomes, assist with developing outreach strategy based on regional priorities for charter leaders, influential community organizations

and elected officials. I also serve as on the ground support to cultivate aspiring and emerging leaders of color, and facilitate trainings and meetings with various constituencies.

Chief External Officer

Magnolia Public Schools - Los Angeles, CA

June 2015 – August 2017

- Oversees four primary areas of responsibility: communications support to the school system, outreach to families, engagement with the public, and high-level student recruitment action plan for all Magnolia Public Schools.
- Provides senior-level communications and public relations counsel and direction to the superintendent/CEO, the superintendent's strategy team and leadership team, and the school system; and develops and oversees strategic messaging to parents and the community through a variety of programs.
- Participates in decision-making that shapes the image of Magnolia Public Schools (MPS) with critical internal and external audiences.
- Leads and administers the community support program and its employees as well as the communications staff that seeks to proactively deliver strategic communications on behalf of MPS.

Principal

Magnolia Science Academy - 8 Bell - Bell, CA

July 2012 - May 2015

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
- Establish the annual master schedule for instructional programs, ensuring sequential
- learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.

Dean of Students

Magnolia Science Academy - 8 Bell - Bell, CA

July 2010 - June 2012

- Participated in the supervision and evaluation of staff employed in the school.

- Ensured teachers and staff kept informed through regular communications.
- Assisted with the recruitment, selection, assignment and transfer of licensed and classified personnel through coordination with administrative team.
- Established and implemented school policies and administrative regulations pertaining to student discipline.
- Conducted formal and informal teacher observations.
- Held teacher orientation and in--service training throughout the year.
- Primary designee in working with "Parent Task Force".

Athletic Director/Physical Education Dept. Chair/Physical Education Teacher

Magnolia Science Academy - 1 Reseda - Reseda, CA

August 2002 - June 2010

- Provide all children a quality developmentally appropriate physical education program, in a safe and caring environment, which promotes the learning of movement skills & knowledge, positive self-- - image, personal development, social development & character development.
- Responsible for the implementation and organization of athletic events.
- Oversee that students meet athletic and academic requirements to participate in athletic events.
- Coach male and female basketball, football, and track and field.
- Implement and coordinate recreational and fundraising activities within the community.
- Students Run L.A. (Marathon) Program Leader.

PROFESSIONAL/COMMUNITY INVOLVEMENT

- August 2016 – PRESENT: Board member of CA. State Council on Developmental Disabilities, L.A. Region.
- May 2016 – August 2016: Board Member of the South-Central Los Angeles Regional Center (SCLAR)

ERDINC ACAR

367 Deerfield Ave ♦ Irvine, CA 92606 ♦ acarerdinc@gmail.com ♦ linkedin.com/in/ErdincAcar

Academic Executive

Accomplished and forward-thinking **Educator** with 20+ years of leadership in developing and implementing leading-edge programs and services that align with mission and vision of educational institutions. Outstanding record of improving processes by adapting and applying aspects of STEM Education in school systems, through comprehensive research, strategic evaluation and effective presentations of best practices in curricula, programs, tools and technologies. 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. Excellent communication and interpersonal skills for collaboration with staff members and building key relationships with stakeholders. Resourceful and energetic professional, committed to high standards, seeking to utilize knowledge and expertise for integrating STEM principles and providing direction and leadership to schools' performance and outcomes.

AREAS OF EXPERTISE

- ♦ Instructional Leadership
- ♦ STEM Education
- ♦ Program Development
- ♦ Talent Recruitment
- ♦ Staff Development
- ♦ Blended Learning
- ♦ Research and Evaluation
- ♦ Assessment and Data
- ♦ Business and Operation
- ♦ Finance and Facilities
- ♦ Educational Advocacy
- ♦ Charter School Compliance

PROFESSIONAL EXPERIENCE

MAGNOLIA PUBLIC SCHOOLS, Los Angeles, CA

Chief Academic Officer

2018 – Present

- ♦ Managing academic programs and services to all Magnolia Public Schools.

Regional Director, Science and Blended Learning Advisor

2015 – 2018

- ♦ Oversaw academic, financial and operational management of two MPS schools.
- ♦ Supervised STEM program offerings and implementations.

ACCORD INSTITUTE FOR EDUCATION RESEARCH, Westminster, CA

2011 – 2015

Chief Academic/Operating Officer

- ♦ Directed academic departments supporting Accord STEM Education Model, by improving implementation and adaptation of system elements in client schools
- ♦ Administered leadership programs and develop school improvement plans for client schools, including establishment of blended learning programs and professional development programs for client schools using Web 2.0 tools.
- ♦ Won multiple grants through supporting client outreach, advocacy and public relations efforts, and supervision of grant application processes
- ♦ Led SIS developers to build and implement common formative assessment programs for client schools, including performance-based teacher and administrator evaluation systems
- ♦ Conduct comprehensive research, evaluation and presentation of successful best practices, curricula, programs, tools and technologies, including surveys, analysis and interpretation of data

MAGNOLIA PUBLIC SCHOOLS, Los Angeles, CA

2010 – 2011

Regional Director and Principal

- ♦ Increased student enrollment through successfully overseeing management and operations of 5 Magnolia Public Schools in central LA area, including developing strong school budget and improving fiscal soundness
- ♦ Led Magnolia Science Academy-3 charter public school as site principal
- ♦ Prepared school for WASC Accreditation, developed principal evaluation protocols and tools, trained admin teams in the use of data and NWEA MAP Assessment tools, teacher evaluation and walk-through protocols
- ♦ Facilitated STEM programs such as robotics classes and Science Olympiads in schools, which won numerous recognition awards on STEM contests such as NASA JPL Engineering Challenge, Future Cities Engineering challenge, MathMatters and MathCounts competitions

ERDINC ACAR

Resume, Page 2

CORAL ACADEMY OF SCIENCE CHARTER SCHOOLS, Reno, NV
Executive Director

2007 – 2010

- ◆ Led schools to win 'High Achieving' award 6 years in a row, with High School ranking among top 1500 high schools in nation for 3 consecutive years
- ◆ Multiple awards received in local and regional, science, math, robotics, art, music and language competitions, increased school AP offerings and implemented RTI/RTI² process
- ◆ Expanded student enrollment from 502 to 802 with waiting list of over 300 students, as result of successful direction in both elementary and secondary schools serving grades K-12
- ◆ Directed school budget management of \$5.8M, including preparation of annual audits and compliance reviews, and oversaw issuance and management of first NV charter school Tax-Exempt bond in amount of \$9.2 Million for school acquisition of buildings
- ◆ Awarded private, state and federal grant of over \$1M, by successfully managing school-wide fundraising committees
- ◆ Successfully replicated school model in Las Vegas, NV, which currently serves over 1,200 students, including over 1,000 on waiting list for grades K-12
- ◆ Founded Coral Academy of Science Charter Schools in Las Vegas and CAS Elementary, Reno. Founding board member of E-TECHS Charter High School

CORAL ACADEMY OF SCIENCE CHARTER SCHOOLS, Reno, NV
Vice Principal of Curriculum / College Advisor and Testing Coordinator

2005 – 2007

- ◆ Instrumental in developing policies and regulations leading to successful instruction and conditions, and represented school in Washoe County School District curriculum assistant principal meetings
- ◆ Effectively prepared school for WCSD curriculum audit, including regular observation of teachers in classroom and offering constructive pedagogical strategies for building skills in utilizing, evaluating and adapting learning materials and methods to accommodate instruction
- ◆ Designed efficient master schedules, increased honors and AP class offerings, participation and success, developed course offering books, and supervised school counselor in academic counseling
- ◆ Pioneered implementation of staff development maps, including chairing accreditation of self-study programs, and preparing annual reports to NAAS (AdvancED)
- ◆ Engineered school improvement plans, including directing academic intervention programs and tutoring, using multiple sources of data collection including standardized tests, observations, and grades to assess student and school performance

*Prior work includes **Science Department Chair, Science and Robotics Teacher, Coral Academy of Science Charter School, NV, 2001-2007.***

EDUCATION

Master of Education, Educational Leadership, University of Nevada, Reno, NV	2005 - 2007
Master of Education, Science Education, Rutgers University, New Brunswick, NJ	1998 – 2000
Bachelor of Science, Teaching Physics, Boğaziçi University, Istanbul, Turkey	1992 – 1998

LICENSES & CERTIFICATES

Clear Administrative Services Credential, CA • General Science Teaching Credential, CA
School Administrator CE, NJ • Physical Science Teacher, CEAS, NJ • Administrator, School License, NV
Physical Science Teacher License, NV • TJ Walker Speaking/Media Training Worldwide, CA
Astrophysics Summer Institute, Rutgers University, NJ • Teaching Science with Forensics, BERK Education, CA
Summer Institute 'Astronomy Using Hands On University', Case Western Reserve University, OH

ERNANY "NANIE" MONTIJO

13 Moonridge Court, Azusa, CA 91702 Home: 626-804-7031

Cell: 909- 851-2403

E-Mail:

nmontijo@magnoliapublicschools.org.

SUMMARY

- ◆ More than 30 years of experience in accounting and finance where 20 years is with California public school system and government fund accounting.
- ◆ Experience and familiarity with the California school account structures, coding and system software and programs
- ◆ Familiarity with various county office of education's financial system software
- ◆ Accomplished in planning and executing complete budget and multi-year projections
- ◆ Proven ability to work effectively under pressure and to complete tasks in timely manner
- ◆ Hands-on experience in most areas of business services department
- ◆ A self-starter with excellent time management

EDUCATION AND PROFESSIONAL LICENSE

CBO Certification Program, CASBO, June 2008
St. Scholastica's College - Academic Scholar/Dean's List, Graduated 1982,
Bachelors' Degree major in Accounting
Certified Public Accountant (CPA), 1983, Manila, Philippines

COMPUTER SKILLS

Microsoft Office- Word, Excel, PowerPoint, One Note, SAP, Skyward, Snowwhite, Peoplesoft, SmartETools,

PROFESSIONAL EXPERIENCE

MAGNOLIA PUBLIC SCHOOLS
Chief Financial Officer

Los Angeles, California
October 2016 to date

Serves as a key member of the Executive Management Team, reporting to the CEO and Superintendent. Assumes a strategic role in the overall management of MPS schools and Home Office, primarily the day to day responsibility for planning, implementing, managing and controlling all financial related activities of the organization. This includes direct responsibility for accounting, finance, payroll, forecasting, strategic planning, property management, maintaining relationships with external agencies and ensuring compliance with rules and regulations applicable to the charter school. Provides leadership, ensures credibility of the finance team, directs and oversees all aspects of finance and accounting functions of the organization.

FCMAT
ERIC HALL AND ASSOCIATES
Consultant

Bakersfield, CA
Carlsbad, California
October 2014 to date

Assist multiple school districts in preparing financial reports including budgets, interim reports and year end closing. Assists school administrators in monitoring, interpretation and analysis of financial data, development of position control system, payroll monitoring, prepares and submits reports required by county office of educations and California Department of Education. Attends regular board meetings. Coordinates and communicates with external auditors, local, state and federal agencies as needed.

CENTINELA VALLEY UNION HSD
Director of Fiscal Services

Lawndale, California
Nov 2010 to August 2014

Overall supervision of fiscal services department; acts as team lead in planning, completion of SACS reports and adoption of annual district budget, including ongoing monitoring and revisions; prepares interim reports, cash flow, year-end closing reports and multi-year projections including LCFF calculation; coordinates LCAP implementation between district departments and local and state agencies; responsible for payroll, accounts payable, accounts receivable, general ledgers, ASB and charter school audit and reporting requirements; provides reports and assistance to external auditors and other agencies as needed.

EL MONTE UNION HSD El Monte, California
Director of Business Services

January, 2008- August 2010

In charge of preparation and coordination of the District's budget; supervision of all business services staff in payroll, accounting, purchasing, accounts payable, accounts receivable, categorical program, developer fees, position control, facilities and construction; preparation of interim reports, budget development, multi-year projections and year-end financial reporting; coordinates financial audits by external auditors; federal audits performed for E- Rate programs; IRS inquiries for payroll taxes; provides assistance and financial information to all district staff as needed.

SWEETWATER UNION HSD
Director of Fiscal Services

Chula Vista, California
August 2006-July 2007

In charge of preparation and coordination of the District's over \$350M budget; supervision of all budget analysts, accountants and technicians; preparation of interim reports, budget development and multi-year projections and year-end financial reporting; position control; bookkeeping and attendance accounting; provides highly complex assistance to the Chief Finance Officer.

PUGET SOUND EDUCATION SERVICE DISTRICT
Director of Business Services

Renton, Washington
Sep 2005 - Aug 2006

In charge of budget preparation and coordination, accounting and bookkeeping and financial reporting, accounts payable, accounts receivable, payroll and grants management departments where the agency serves King and Pierce counties and Bainbridge Island covering 38% of the state's K-12 public students.

SAN BERNARDINO CITY USD San Bdnno, California
Acting Dir. of Fiscal Svcs/Budget Officer/Budget Analyst Jan 2003-Sep 2005

In charge of preparation and coordination of the District's \$500M budget; supervision of all budget analysts and clerks; preparation of all interim reports, unaudited actual, budget development and bridge financing; coordination and preparation of Board presentations of financial reports; position control; provided assistance and support to the Asst. Superintendent of Business Services. In charge of preparation and coordination of all restricted funds and categorical programs, including financial reporting to funding agencies, budget monitoring, audit and District's year end closing requirements.

FIRE SPRINKLER SYSTEMS Corona, California
Accountant/Payroll Administrator Jul 1999-Jan 2001

Assisted the Controller in the day to day operation of the finance; in-charge of the entire corporate payroll, benefits and personnel management, coordinated with government agencies, insurance providers, banks, auditors and clients for reporting requirements; prepared weekly job costing and journal entries, general ledger account analyses, reconciliation and adjustments.

RIVERSIDE COMMUNITY COLLEGE DISTRICT Riverside, California
Senior Accountant Aug 1998-Mar 1999

Maintained and monitored categorical programs; prepared report to funding agencies; assisted in preparation of annual budget and year end reporting requirements (i.e. CCFS311); prepared Resolutions for board meetings; monitored accounts receivable; processed journal entries; prepared bank reconciliation; coordinated with external auditing firms and government agencies during the conduct of their audit.

POMONA UNIFIED SCHOOL DISTRICT Pomona, California
Accounting Technician Jul 1995-Jun 1998

Responsible for all aspects of categorical programs, including budget preparation & revisions, reimbursements, and reporting requirements; monitored & approved purchase requisitions; prepared monthly and year end cash flow; payroll tax payment & reconciliation, Quarterly & Annual Tax Returns; overseeing all ASB bookkeepers; monitored and maintained records for Lease Revenue Bonds, GOB, COP and Site Escrow accounts; prepared monthly bank reconciliation, closing entries including setting up deferred revenues, accounts receivable and accounts payable.

HMC GROUP Ontario, California
Contract Accountant Nov 1994-Mar 1995

Assisted in the conversion of the existing accounting system into an upgraded computerized program.

CENTINELA HOSPITAL MEDICAL CENTER Inglewood, California
Staff Accountant Aug 1991-Nov 1994

Prepared monthly and year-end financial statements; prepared monthly bank reconciliation; responsible for accurate and timely payment of taxes; prepared reports and schedules required by auditors; responsible for generating and sending accurate invoices to contracted insurance companies.

SAKEN SHERKHANOV

7528 Yarmouth Ave, Reseda CA 91335 (213)628-3634

ssherkhanov@magnoliapublicschools.org

Education

University of California, Los Angeles

Ph. D. Biochemistry and Molecular Biology

Graduated: Winter, 2016

Research Advisor: James Bowie, Ph.D.

California Institute of Technology

B.S. Biology, Graduation with Honors

Graduated: Spring, 2003

Research Advisor: John Abelson, Ph.D.

Technical Skills

- Natural and synthetic product isolation and characterization from heterologous host systems by solid-liquid extraction, reverse-phase HPLC, gas chromatography and mass spectroscopy.
- Recombinant protein expression and purification by affinity, ion-exchange, and gel filtration chromatography using FPLC.
- Development of *in vitro* high-throughput biochemical assays using UV/Vis and fluorescence.
- Engineering enzymes with broader substrate specificity and higher catalytic activity by error-prone PCR mutagenesis and adaptive tolerance.
- Comprehensive experience with basic biochemical techniques such as Western and Southern blots, ELISA, and size exclusion chromatography.
- Familiarity with standard bioinformatics databases and pipelining of bioinformatics methods.
- Strong experience in microbial biotechnological engineering such as knocking in and out endogenous genes, fine-tuning gene expression, and expressing heterologous genes.
- Cloning, site-directed mutagenesis, and cell culture using *E. coli* and *S. cerevisiae*.
- Using computational methods (COPASI) to model microbial metabolism through flux-based mechanistic models.
- Protein structure determination by x-ray crystallography and structure-based enzyme mutagenesis.

Publications

1. **Sherkhanov S.**, Korman T.P., Clarke S.G., Bowie J.U. (2016) Production of FAME biodiesel in *E. coli* by direct methylation with an insect enzyme. *Scientific Reports* 6:24239.
2. **Sherkhanov S.**, Korman T.P., Bowie J.U. (2014) Improving the tolerance of *Escherichia coli* to medium-chain fatty acid production. *Metabolic Engineering* 25:1–7.

Patent

Sherkhanov S., Korman T.P., Bowie J.U. (2016) *De novo* production of fatty acid methyl esters (Biodiesel) in *E. coli* by direct enzymatic methylation *in vivo*. Pending, filed by UCLA Office of Intellectual Property, UCLA CASE NO. 2016-414

Personal Time Off, 2016-current

PhD Thesis, James Bowie Lab, UCLA, 2008-2016

Genetically engineered *E. coli* bacteria for overproduction of high energy cofactors, medium-chain fatty acids, and novel one-step *in vivo* conversion to next-generation biodiesel by introducing rat, plant and insect genes.

Science Department Chair, Magnolia Science Academy, 2003-2008

One of the first teachers and a science department chair at Magnolia Science Academy.

Lecturer, Department of Chemistry/Biochemistry, UCLA, 2016

Taught advanced undergraduate course in biochemical lab techniques that involved preparing & delivering lab instruction to 40 students, evaluating their performance, and holding office hours.

Undergraduate Research Assistant, Giuseppe Attardi Lab, Caltech, 2002-2003

Studied the mechanism of mitochondrial fusion in HeLa cells. To study the distribution of intratissue mtDNA mutations and intracellular mosaicism of mitochondria, I successfully labeled different human cells with fluorescent dyes and fused these cells and their mitochondria.

Research Fellow, Christine Guthrie and John Abelson Labs, UCSF and Caltech, 2002

Studied the domains of splicing factor Prp8 to show the binding of Prp8 to U5 snRNA and assay for Prp8's role in U2:U6 tertiary structure formation in mRNA splicing.

Summer Research Fellow, Judith Campbell Lab, Caltech, 2001

Characterized a novel TRF5 protein used in DNA replication and sister chromatid cohesion in *Saccharomyces cerevisiae*.

Undergraduate Research Assistant, John Abelson Lab, Caltech, 2000-2001

Developed, optimized affinity chromatography tags in yeast for an mRNA splicing project.

Selected Awards and Honors

- Biochemistry Teaching Award, UCLA, 2014 (one of 2 awardees selected by department for leadership in teaching)
- Summer Undergraduate Research Fellowships, Caltech, 2000-2003
- Undergraduate Teaching Assistantship, Caltech, 2000-2002
- Richter Scholar, Caltech, 2001
- Caltech International Grant, 2000-2003
- Gold Medal, 7th International Biology Olympiad, Ukraine, 1997

SALIH DIKBAS

EXPERIENCE

SENIOR STAFF ENGINEER, QUALCOMM INC.; SAN DIEGO, CA – 2013-PRESENT

- Took active part in design and evaluation of image signal processing (ISP) pipeline architecture for Snapdragon chips (MSM8992/8994/8996/8998, SDM835/845/855)
- Developed and implemented a new Auto Focus (AF) statistics module for improved performance and better lowlight support
- Developed and implemented film grain noise adder to improve subjective visual quality.
- Developed busyness detection algorithm for smooth-, edge-, and texture-area discrimination.
- Updated 3A (Auto Focus/Exposure/White Balance) statistics engine to support multiple-exposure single-frame HDR sensors
- Co-designed and co-implemented a modular and flexible C++ code base for ISP pipeline development by employing design patterns.
- Employed Parallel/Multi-Thread programming techniques for speed/optimization of algorithms for implementation efficiency (using OpenMP)
- Design, implementation, testing, and verification of ISP pipeline modules (black level, linearization, bad pixel correction, lens correction, 3A stats engines, HDR, demosaic, gamma correction, color correction, color conversion, noise reduction, edge enhancement, scaler, local/global contrast enhancement)

SYSTEMS ENGINEER, TEXAS INSTRUMENTS INC.; DALLAS, TX – 2007-2013

- Developed a low-complexity lossless frame memory compression algorithm
- Developed a guaranteed-rate near-lossless frame memory compression algorithm
- Developed a cost-effective multiple-output scaler algorithm
- Developed an efficient single-frame noise estimation algorithm
- Integration, evaluation, and optimization of video processing modules (deinterlacer, scaler, noise filter, sharpness and contrast enhancement, color processing, video format conversion, etc.)
- Experience and solid understanding of the image signal processing (ISP) pipeline for image sensors.
- Experience in design, calibration, and tuning of ISP modules (noise filtering, enhancement, CCM, etc.)
- Co-authored the call for proposal of TI for next-generation video standard (HEVC)

RESEARCHER/INSTRUCTOR, GEORGIA INSTITUTE OF TECHNOLOGY; ATLANTA, GA – 2005-2008

- Developed a frame rate up-conversion algorithm
- Developed a fast motion-estimation algorithm
- Developed video quality enhancement algorithms
- Developed a color edge detection algorithm
- Development of various sensor based projects involving SmartBadge4 sensor platform running embedded Linux, e.g., light detector, 2axis accelerometer and proximity sensor
- Taught ECE3710 "Circuits and Electronics" for three semesters

DSP ENGINEER, SANTEL NETWORKS; FREEMONT, CA – 2003-2004

- Designed fixed point ECHO/NEXT canceler for high-speed copper media (10GBASE-T)
- Implemented and optimized DFE/FFE equalizer for high-speed copper media
- Worked on error control coding options for 10GBASE-T (TCM+RS, etc.)
- Optimized simulation code for 10G fiber communication system transceiver
- Performed testing, debugging of Santel-Nova3 Chip (10G analog equalizer with digital adaptation) using BERT, oscilloscope and spectrum analyzer

INSTRUCTOR, CLEMSON UNIVERSITY; CLEMSON, SC – 1999-2003

- Taught ECE 307 "Basic Electrical Engineering"
- Taught Circuit Analysis Problems Classes (ECE 204, ECE 263)
- Coordinated ECE 309 "Basic Electrical Engineering Lab-I"

GRADUATE RESEARCH/LAB ASSISTANT, CLEMSON UNIVERSITY; CLEMSON, SC – 1996-1998

- Implemented Errors Only, Errors and Erasures Reed-Solomon decoder
- Implemented Viterbi decoder (hard/soft decision)

EDUCATION

GEORGIA INSTITUTE OF TECHNOLOGY, ATLANTA, GA – PH.D., 2005-2011

CLEMSON UNIVERSITY, CLEMSON, SC – M.S., 1996-1998

MIDDLE EAST TECHNICAL UNIVERSITY (ABET ACCREDITED), ANKARA, TURKEY – B.S., 1992-1996

PUBLICATIONS

- **Salih Dikbas**, Yucel Altunbasak, "A Novel True-Motion Estimation Algorithm and Its Application to Motion-Compensated Temporal Frame Interpolation," IEEE Transactions on Image Processing, Vol. 22, No. 8, pp. 2931-2945, August 2013
- **Salih Dikbas**, Tarik Arici, and Yucel Altunbasak, "Fast Motion Estimation With Interpolation-Free Sub-Sample Accuracy," IEEE Transactions on Circuits and Systems for Video Technology, Vol. 20, No. 7, pp. 1047-1051, July 2010
- **Salih Dikbas** and Fan Zhai, "Lossless image compression using adjustable fractional line-buffer," Signal Processing: Image Communication, Vol. 25, No. 5, Special Issue on Breakthrough Hardware Architectures, June 2010, pp. 345-351
- Tarik Arici, **Salih Dikbas**, and Yucel Altunbasak, "A Histogram Modification Framework and Its Application for Image Contrast Enhancement," IEEE Transactions on Image Processing, Vol. 18, No. 9, pp. 1921-1935, September 2009

- **Salih Dikbas**, Tarik Arici, and Yucel Altunbasak, "Chrominance Edge Preserving Grayscale Transformation with Approximate First Principal Component for Color Edge Detection," Image Processing, 2007. ICIP 2007. IEEE International Conference on, Vol. 2, pp. 261-264, October 2007
- Tarik Arici and **Salih Dikbas**, "Skin-aware Local Contrast Enhancement," Image Processing, 2007. ICIP 2007. IEEE International Conference on, Vol. 1, pp. 521-524, October 2007
- Tarik Arici, **Salih Dikbas**, and Yucel Altunbasak, "Local Contrast Enhancement using 2-Dimensional Recursive Filters," IEEE Workshop on Multimedia Signal Processing, MMSP 2006, pp. 329-333, October 2006

PATENTS

- Mustafa Keskin and Salih Dikbas, "Camera Zoom Based on Sensor Based," filed with the USPTO on September 28, 2015.
- Salih Dikbas and Fan Zhai, "Method and Apparatus for compressing for Data relating to an image or video," Filed with the USPTO on July 2, 2009
- Salih Dikbas, Mehmet Umut Demircin, and Minhua Zhou, "Guaranteed-rate tiled image data compression," Filed with the USPTO on Feb 10, 2011

SKILLS

- Excellent programming skills and hands on experience in the C/C++ programming languages
- Experience with writing and optimizing code on Texas Instruments C6x DSP processor
- Experience in different operating systems : Windows, Mac OS X, Unix /linux
- Hands on experience in the Python, Bash, Java, Perl languages
- Hand on experience in source control tools: Perforce, Git, ClearCase
- Excellent experience in software packages: Matlab, Microsoft Visual Studio, Visio, MS-Office, LaTeX

HONORS/ACTIVITIES

- Ranked in first 500 among 1 million people in the university entrance example
- Turkish Petroleum Foundation Graduate Fellowship
- Turkish Education Foundation scholarship throughout undergraduate studies
- Third ranking in Mathematics Competition of "The Scientific and Technical Research Council of Turkey"
- Turkish preparation team for the Mathematics Olympiads 1990
- Treasurer of Clemson University Turkish Student Association (served 2 years)
- Chair/co-chair of Turkish Employee Initiative at Texas Instruments Inc.
- Member of IEEE

REFERENCES

Available upon request

UMIT YAPANEL
Sunnyvale, CA 94085



E-mail: yapanel.ai@gmail.com

Phone: (720) 432-8648 (cell)

Residency: US Citizen

OBJECTIVE

Looking for a senior consulting position where I can use my accumulated knowledge of speech processing and deep learning to build consumer-oriented products

R&D EXPERIENCE

Deep Learning, Full ASR Development, Robust Speech Recognition, Speech Coding, Speaker Diarization and Normalization, Acoustic Modeling, Multi Microphone Beamforming, Speech Enhancement, Child Speech Analysis and Processing, Language Identification.

COMPUTER/LANGUAGE SKILLS

Programming: Python, C, C-shell, Perl

Packages: KERAS, MATLAB, Tensorflow, MXNet, Kaldi ASR Engine, Sphinx ASR Engine, Sonic ASR Engine, HTK ASR Engine, Festival

Operating Systems: Unix, Linux, AIX, Windows

Languages: Turkish (Native), English (Fluent)

EDUCATION

- **2000-2004** **Ph.D.** in Dept. of Electrical and Computer Engineering
University of Colorado, Boulder, CO
Thesis Advisor: Prof. John H. L. Hansen
Thesis Title: *“Acoustic Modeling and Speaker Normalization Strategies with Application to Robust In-vehicle Speech Recognition and Dialect Classification”*
- **1997-2000** **M.S.** in Electronics Engineering, Communications Branch,
Bogazici University, Istanbul, TURKEY
Thesis Advisor: Prof. Levent M. Arslan
Thesis Title: *“Garbage Modeling Techniques for a Turkish Keyword Spotting System”*
- **1993-1997** **B.Eng.** in Electronics and Communications Engineering,
Istanbul Technical University
Thesis: *“Computerized Antenna Design”*

PROFESSIONAL EXPERIENCE

- **2016-Present LENA Research Foundation, Senior Machine Learning Lead (Part-time Consulting)**
Project: Automated analysis of in-home audio recordings of children by using latest deep learning technologies.
- **2014-2016 InvenSense, Inc., Senior Audio Algorithm Developer**
Project: Founding team member of the audio group, worked on cutting-edge and low-resource speech and music detection algorithms, characterized low-resource speech coding algorithms for ASR.
- **2010-2014 Audience, Inc., Senior ASR Algorithm Developer**
Project: Development of ASR related algorithms for noise-robust ASR for mobile environments. ASR characterization of a noise-suppression algorithms developed for mobile phones
- **2010 (9 months) Director of New Development Accord Institute for Education Research**
Project: Managed financing efforts for new campus purchases and facility improvements for Accord charter schools.
- **2010 (5 months) Adjunct Faculty, Dept of Electrical, Computer, and Energy Eng. University of Colorado at Boulder**
Project: Teaching ECEN46332 Introduction to Digital Filters class to senior as well as a few graduate students.
- **2009 (3 months) Consultant, TUBITAK-UEKAE**
Project: Developed a GMM-based language identification (LID) system for UEKAE (National Institute of Electronics and Cryptology of Turkey) on OGI Multilanguage Telephone Corpus.
- **2005-2009 LENA Research Foundation, (previously INFOTURE, INC.) Speech Technology Engineer**
Project: Responsible for the software development of an assessment tool used to monitor and assess the language development of children ages 0-4 years.
- **2002/2003 Paid Summer Internship at IBM, TJ Watson Research Center**
Embedded Speech Recognition Group
Project: *Development of computationally efficient on-the-fly speaker normalization and MVDR-based feature extraction algorithms.*
- **2000-2004 Research Assistant, Center for Spoken Language Research**
University of Colorado, Boulder
Projects: *Model adaptation, robust parameterization and speaker normalization for robust speech recognition in adverse noisy conditions with emphasis on in-vehicle speech recognition; member of the CSLR team that participated in DARPA/NRL SPINE I & II tasks and Eurospeech-01 Aurora task*
- **1999-2000 Researcher, Speech Technology Group**
National Institute of Electronics and Cryptology (UEKAE)
The National Scientific and Research Council of Turkey (TUBITAK)
Project: *Robust keyword spotting over the telephone network for Turkish*
- **1998-1999 Researcher, Electromagnetic Compatibility Group**
National Institute of Electronics and Cryptology (UEKAE)
The National Scientific and Research Council of Turkey (TUBITAK)

Project: *Signal processing applications for EMC/TEMPEST tests*

- **1997-1998** **Researcher, Faculty of Naval Engineering**
Istanbul Technical University
Project: *Software development for the computation of radar cross section (RCS) of a stealth naval vessel*
- **1997-1998** **Research and Teaching Assistant,**
Dept. of Electronics and Communication Eng., Istanbul Technical University
Project: *Problem sessions for Electromagnetic Theory courses*

RELATED COURSEWORK

- Information Theory and Coding
- Theory and Applications of Digital Filters
- Speech Recognition and Synthesis
- Digital Image Processing
- Principles of Digital Communications
- Mathematical Statistics
- Machine Vision
- Digital Signal Processing

THESES/PROJECTS

- PhD Research “Model Adaptation, Robust MVDR-based Features and Speaker Normalization Techniques for Robust Speech Recognition,” (Ph.D. research), Univ. of Colo., Boulder
- M.S. Thesis “Keyword Modeling Techniques for a Turkish Keyword Spotting System,” Bogazici University (BU), 2000
- B.S. Thesis “Design and Computerized Analysis of Microwave Filters Using Coupled Micro-strip Lines,” Istanbul Technical University, 1997

PATENTS

“System and Method for Detection and Analysis of Speech,” filed 23-01-2008, Jeffrey A. Richards, Terrance D. Paul, Dongxin Xu, Sharmistha Gray, Umit Yapanel, Jill S. Gilkerson

“System and Method for Expressive Language, Developmental Disorder, and Emotion Assessment,” assigned 07-30-2009, Jeffrey A. Richards, Terrance D. Paul, Dongxin Xu, Sharmistha Gray, Umit Yapanel, Jill S. Gilkerson

PUBLICATIONS

Book Chapters

“CU-MOVE: Advanced In-Vehicle Speech Systems for Route Navigation,” J.H.L. Hansen, X.X. Zhang, M. Akbacak, **U.H. Yapanel**, B.Pellom, W. Ward, P. Angkititrakul, Chapter 2 in DSP for In-Vehicle and Mobile Systems, Kluwer Publishers, 2004

Journal

“Audible TV is associated with decreased adult words, infant vocalizations, and conversational turns: A population based study,” D. A. Christakis, J. Gilkerson, J. A. Richards, F. J. Zimmerman, M. M. Garrison, D. Xu, S. Gray, **U. Yapanel**, Accepted to Archives of *Pediatrics and Adolescent Medicine*, Nov. 2008.

"Teaching By Listening: The Importance of Adult-Child Conversations to Language Development," F. Zimmerman, J. Gilkerson, J. Richards, D. Christakis, D. Xu, S. Gray, and **U. Yapanel**, *Pediatrics*, Accepted to American Academy of Pediatrics, Nov. 2008.

"Identification of Autism in Early Childhood by Automated Vocal Analysis," D.K. Oller, P. Niyogi, S. Gray, J. Richards, J. Gilkerson, D. Xu, **U. Yapanel**, S. F. Warren, Submitted to *Nature*, February 2009.

"What Automated Vocal Analysis Reveals about the Language Learning Environment of Young Children with Autism," S. F. Warren, J. Gilkerson, J. A. Richards, D. K. Oller, D. Xu, **U. Yapanel**, submitted to *Journal of Autism and Developmental Disorders*, January 2009.

"Towards an Intelligent Acoustic Front-End for Automatic Speech Recognition: Built-In Speaker Normalization (BISN)," **U. Yapanel** and John H.L. Hansen, Special issue on Intelligent Audio, Speech, and Music Processing Applications, *EURASIP Journal on Audio, Speech, and Music Processing* Volume 2008 (2008), Article ID 148967.

"A New Perceptually-Motivated MVDR-Based Acoustic Front-End (PMVDR) for Robust Automatic Speech Recognition," **U. Yapanel** and John H.L. Hansen, *Speech Communications*, Volume 50, 2008, pp 142-152.

"Robust Feature Extraction for Continuous Speech Recognition Using the MVDR Spectrum Estimation Method," S. Dharanipragada, **U. Yapanel**, and B. D. Rao, *IEEE Trans. On Speech and Audio Processing* Volume:15, issue 1, pp 224-234, January 2007.

Conference

"Speaker Normalization for GMM-based Language Identification", U. H. Yapanel, Y. Z. Isik, M. U. Dogan, Submitted to ICASSP'10.

"TV displaces talk: The relationship between TV exposure and family interaction," D. A. Christakis, J. Gilkerson, J. A. Richards, F. J. Zimmerman, M. M. Garrison, D. Xu, S. Gray, **U. Yapanel**, Society for Research in Child Development Biennial Meeting, April 2009.

"Signal processing for young child speech language development," D. Xu, **U. Yapanel**, S. Gray, J. Gilkerson, J. Richards, J. Hansen, The 1st Workshop on Child, Computer, and Interaction, Chania, Crete, Greece, October 2008.

"Towards and Intelligent Acoustic Front-End for Automatic Speech Recognition: Built-In Speaker Normalization (BISN)," **U. Yapanel** and J. H. L. Hansen, ICASSP'05, Philadelphia, USA.

"Dialect Analysis and Modeling for Automatic Classification," J.H.L. Hansen, **U. Yapanel**, Rongqing Huang and Ayako Ikeno, ICSLP'04, Jeju Island, KOREA.

"CU-Move: Advances in In-Vehicle Speech Systems for Route Navigation," J.H.L. Hansen, X. Zhang, M. Akbacak, **U. Yapanel**, IEEE Workshop in DSP in Mobile and Vehic. Sys., Nagoya, Japan, April 4-5, 2003

"A New Perspective on Feature Extraction for Robust In-Vehicle Speech Recognition," **U. Yapanel** and J.H.L. Hansen, EUROSPEECH'03, Geneva, SWITZERLAND.

"Perceptual MVDR-Based Cepstral Coefficients (PMCCs) for High Accuracy Speech Recognition", **U. Yapanel**, S. Dharanipragada, and J.H.L. Hansen, EUROSPEECH'03, Geneva, SWITZERLAND.

"Perceptual MVDR-Based Cepstral Coefficients (PMCCs) for Robust Speech Recognition", **U. Yapanel** and S. Dharanipragada, ICASSP'03, Hong Kong.

"High Performance Digit Recognition in Real Car Environments," **U. Yapanel**, X. Zhang, and J.H.L. Hansen, ICSLP'02, Denver, USA.

"Use of Wide Band MFCC and Wide Band RCC's for Robust Speaker Identification (Turkish)," M. Selvi, **U. Yapanel**, F. Gurgun, Reg. Signal Proc. Conf., June 2002, DENIZLI-TURKEY.

"Robust Speech Recognition in Noise: An Evaluation using the SPINE Corpus," J.H.L. Hansen, R. Sarikaya, **U. Yapanel**, B. Pellom, Eurospeech 2001, DENMARK.

"CU-Move: Analysis & Corpus Development for Interactive In-Vehicle Speech Systems," J.H.L. Hansen, P. Angkitittrakul, J. Plucienkowski, S. Gallant, **U. Yapanel**, Eurospeech 2001, DENMARK.

"Robust Digit Recognition in Noise: An Evaluation using the AURORA Corpus," **U. Yapanel**, J.H.L. Hansen, R. Sarikaya, B. Pellom, Eurospeech 2001, DENMARK.

"Keyword modeling Techniques for a Turkish Keyword Spotting System (Turkish)," **U. Yapanel**, M.U. Dogan, L.M. Arslan, Reg. Signal Proc. Conf., April 2001, Gazi Magosa-CYPRUS.

“New Techniques of Correlation Search for Tempest Tests”, **U. Yapanel** et al., Regional Conf. on Military Communications, Oct. 2001, Warsaw, POLAND.

“Use of Adaptive Filters in Correlation Analysis (Turkish),” **U. Yapanel**, I. Olcer, Reg. Signal Proc. Conf., June 2000, ANTALYA-TURKEY.

“Information Extraction from VDUs (Turkish),” **U. Yapanel**, I. Olcer, E. Koksaldi, Reg. Signal Proc. Conf., June 2000, ANTALYA-TURKEY.

“Correlation Analysis with Computers: Towards Tests with no Operator (Turkish),” **U. Yapanel**, Reg. Signal Proc. Conf., June 2000, ANTALYA-TURKEY.

“On the Use of Monte Carlo Simulation Method in the Prediction of the RCSs of Stealth Designed Warships (Turkish),” **U. Yapanel**, S. Can, Tech. Conf. of Naval Engineering, Dec., 1999, Istanbul-TURKEY.

“Signal Processing Applications for Information Extraction from the VDUs,” **U. Yapanel** et al., Regional Conf. on Military Communications, Oct 1999, Warsaw, POLAND.

Professional Magazine

“Antennas and their applications (Turkish),” **U. Yapanel**, B. Turetken, *Electric-Electronic Mag.*, Vol: 11, Jan 2000.

“Speech Processing Applications for Turkish Language (Turkish),” **U. Yapanel**, L. M. Arslan, *Electric-Electronic Magazine*, Vol:8, Sep 1999.

“Electromagnetic Compatibility (Turkish),” N. Ari, **U. Yapanel**, *Electric-Electronic Mag.*, Vol:6, May 1999.

ACHIEVEMENTS/HONORS

Project Achievement Award of Keyword Spotting, Audience, Inc, 2013

Magnolia Public Schools, Board Secretary, 2016-Present

Magnolia Public Schools, Board President, 2012-2016

Lotus School for Excellence, Board President, 2007-2012

Lotus School for Excellence, Board Secretary, 2005-2007

Reviewer for the ICASSP’08, Las Vegas, NV.

Reviewer for the ICASSP’09, Taipei, Taiwan.

Reviewer for the Automatic Speech Recognition and Understanding (ASRU) workshop, 2007 Japan.

Reviewer for the Electronics and Communication Journal (ETRI), Korea, 2003-Present

IEEE Member, 2000-Present

ISCA Member, 2001-Present

Full Research Assistantship, Univ. of Colorado at Boulder, 2000-2004

Passed the ECE Ph.D. Comprehensive Exam, Univ. of Colorado at Boulder, May 2003

Passed the ECE Ph.D. Preliminary Exam, Univ. of Colorado at Boulder, Jan 2001

Project Completion Achievement Award, UEKAE-TUBITAK, 1999

Second Best Graduating Student of the Faculty, Istanbul Tech. Univ., 1997

Second Best Graduating Student, High School, Balikesir-TURKEY, 1993

REFERENCES

Prof. John H. L. Hansen, Chair, Department of Electrical Engineering and Director of Center for Robust Speech Systems (CRSS), University of Texas at Dallas, john.hansen@utdallas.edu, (972-883-2910)

Dr. Trausti Kristjansson, Manager of Audio Algorithms, InvenSense, Inc, trausti.kristjansson@gmail.com

Dr. Dongxin Xu, (Former) Manager of Software & Engineering, LENA Foundation, dongxin.xu@gmail.com

Prof. Levent M. Arslan, Bogazici University, arslanle@boun.edu.tr

BERNHARD "Haim Dov" BELIAK

Home Address: 9715 Lockford Street, Los Angeles, CA 90035-2922

Teaching Experience

Claremont McKenna College, "Modern Jewish History:
French Revolution to Holocaust," 1985,'86,'87,'88.

University of Judaism, "Jews and Christians in Dialogue"
Modern Jewish Thought" 1980-83. "Famous Trials and
Public Processes That Shaped Jewish History" 1991

Lecturer for Elderhostel courses, present

Lecturer for Spiritual Development Program, present

Leo Baeck Temple, "The Bible: As Read Through the Ages" 1992 to
present

Pitzer College, "Modern Hebrew" 1976

Pomona College "Modern Hebrew 1981 - 84

Claremont McKenna College, "Introduction to Religion,"1975 - 77.

Scripps College, "Introduction to Bible: Jewish Bible and Christian
Writings" co-taught with Dr. Kathleen Wicker.

Guest Lecturer: Federation Young Leadership Development
Community Relation Committee, ORT, Hadassah, Occidental
College, UCLA, Open College, Alumni and Student conferences,

Numerous special lectures to undergraduate classes in the Jewish
perspective on philosophy, literature, history, political science, law,
medical ethics, human sexuality from a Jewish perspective, the Jew in
drama etc. In the absence of a Jewish studies department I developed
a large number of lecture sequences on Jewish topics. This became an
important bridge to faculty and students; it led to advising numerous
students in their academic and other endeavors. *Many of these areas
are suitable for congregational study weekends; organizations
concerns with multiculturalism; Federations and congregations
contemplating the Jewish future in the light of demographic, cultural,
and other changes in American Jewish life.

Professional Activities and Involvements

Progressive Jewish Alliance, Board Member
Founding Member, Interfaith Communities United for
Justice and Peace

Executive Director, Mifgash - An On-going Conversation Among
Jewish Intellectuals, Director 1992 to present

Executive Officer, Office of the Chaplains 1978-80, 1986-88, 1990.
Responsibility for program, personnel, and budget of the
Chaplains; liaison and administrative responsibility with the six
College Presidents, Deans of Faculty, Deans of Students of The
Claremont Colleges

Officiate at Life Cycle Ceremonies for Jewish students,
faculty, administrators as well as certain situations with non-
Jewish members of the The Claremont Colleges and its alumni

Marriage and Family Preparation Counseling in cooperation
with systems and approaches developed at School of Theology
at Claremont under Dr. Howard Clinebell

Program Development for both campus Jewish needs as well as
extensive interfaith work, six college liason and student counseling

Sova-East, an interfaith Hunger Project sponsored by the Office of the
Jewish Chaplain. Formation of an emergency food distribution
center staffed by students, faculty and administrators. Operation
1986- present

Six College Health Advisory Committee 1985-'87. Responsible for
developing policies, student health handbook, and services
during a period crisis in student health care

Six College Alcohol Policy Committee 1985-'88

Program Development for Jewish Students and the Chaplaincy on-
going responsibility for staffing committees, fund raising,
conceptualizing, and program evaluation

Jewish, Christian, Muslim Trialogue 1984 - present. This 3
began as a monthly discussion group. It lead to a conference and book
published in 1989 with Dr. John Hick and Dr. Edmund Meltzer

Claremont Colleges Faculty Havurah 1976 - 87.

Claremont Colleges Faculty Study Group 1974-80, 1990-'91

The Claremont Minyon - a joint student-faculty project

Interfaith Legislative Action Coalition, chairman 1984 - 85

Human Services Commission, City of Claremont, 1978 - 80.
Chairman 1979-80

Atid Hebrew Academy, a Jewish day school, founding committee

Academic and Professional Achievements

Association for the Study of Higher Education New Graduate
Student Conference, 1991

Journal of Curriculum Theory "Bergemo" 1995, 1996 conference
Presentation "Levinasian dynamics in educational"

Association for the Study of Higher Education 1991 to present

Association for Religion in Intellectual Life Consultation, Resource
Rabbi 1992 Atlanta, Georgia.

The Jerusalem Fellows in Jerusalem, Fellow 1988 – 90

Coolidge Colloquium Theologian-in-Residence, 1988 for Associates
For Religion in Intellectual Life at Episcopal Theological Seminary,
Cambridge, Mass.

Coolidge Colloquium Fellow, 1985

Hebrew Union College
Harry Groman Scholarship, Louis Nathan Rabbinic
Scholarship, Valedictorian, BHL Class of 1971.

Experiment - in - International Living Ambassador, Summer 1967.

Professional Associations

Member, Pacific Association of Reform Rabbis
Member, Association for the Study of Higher Education
Member, Association for Humanistic Psychology
Member, International Association of Hillel Professionals
Board Member, National Association of College and University
Chaplains
Member, Central Conference of American Rabbis
Member, Southern California Board of Rabbis
Member, Associates for Religion and Intellectual Life.
Vice President, American Rabbinic Network for Ethiopian Jewry.
Member, American Educational Research Association
Member, Association for the Study of Higher Education
Member, Journal of Curriculum

Education

Claremont Graduate School, ABD in Higher Education
Administration 1996 - expected graduation in Ph.D. program, Spring
1999. Topic: Higher Education and the Impact of Knowledge Debates:
The Potential Influence of Pierre Bourdieu and Emmanuel Levinas

Hebrew University, Graduate Study, School of Education 1988 - 1990
Jerusalem Fellow

Hebrew Union College, Ordination and Master of Hebrew Union
College Letters, 1976. Rabbinic Thesis: "An Analysis of Gaonica of a
"Responsum of Rabbi Nissim of Kairouan on the Bavli Rosh
Hashanah 2a-b."

Hebrew University, Jerusalem, graduate study in Talmud and Jewish
History, 1971 - 73.

Hebrew Union College, Bachelor of Hebrew Letters, 1971.

Occidental College, A.B., 1969. Major in Philosophy and Urban
Geology.

Sabbatical year(s)

1980 - 81, Hebrew University, Institute for Contemporary Jewry,
Holocaust Studies. Topic: "Liquidation of Concentration
Camps, SS Policy and the Response of the Allies." This topic

was part of a broad ranging study of historical events that impact the modern world.

5

1988 - 90, Hebrew University, under the auspices of the Jerusalem Fellows. Topic: The Social and Educational Effects of North American University Life on Jewish Continuity among Students, Faculty and Alumni.

Professional Information

Mifgash: An On-going Conversation Among Jewish Intellectuals in and out of the Academy, present projects include:

<http://www.haimbeliak.org/> www.JewsOnFirst.org;
www.inclusiveprayerday.org www.HighMarksJustice.org.

Skirball Hospice 2009 – to present, paid per diem Chaplain

Rabbi, Executive Director of Beth Polska, Warsaw, Poland 2007 to present (unpaid volunteer) www.JewishRenewalinPoland.org

Numerous conferences for adults. Documentaries: two completed

Rabbi, Neve Shalom, Paramaribo, Suriname 2007

Chaplain, Metropolitan Detention Center 2000 to 2006

Rabbi, Adat Chaverim in Los Alamitos 1999 to 2006

Rabbi, Temple Beth Shalom of Whittier 1999 to 2007

Rabbi, Temple Ner Tamid, Downey, CA 1997 to 1999.

Instructor, University of Judaism

Instructor, Leo Baeck Synagogue, present

Western States Hillel Association, Executive Director 1991 - 1992

Rabbi-in-residence, Temple Beth Ami 1991 - 1993

Office of The Chaplains and Hillel, 1974 - 1991

Jerusalem Fellows, 1988 - 1990 summer.

Student Rabbi, Temple Israel, East Liverpool, Ohio, 1973-1974. 6
English Teacher, Youth Village Ben Shemen, Israel 1971-72.
Student Rabbi, Temple Shalom, Sun City, Arizona 1970-71.
Instructor, Occidental College, Television Production 1969
Television Cameraman, KPHO-TV, Phoenix, Arizona, 1965-67.

Publications

"Interfaith Chaplaincy: Theory into Practice, A Case History"
Religion on Campus: New Directions for Student Services. Jossey-Bass, San Francisco.
Edited by John Butler

"The Earth and Humanity: A Jewish Response" *Three Faiths-One God: A Jewish, Christian, Muslim Encounter*. Edited by John Hick and Edmund Meltzer

"Acts of Memory for Creating a Jewish Identity: Learning to Play Countermelody While Developing the 'Weapons of the Strong', An Optimistic Postmodernism of Opportunity and Hope" in *Stangers in the Land: Modernity, Pedagogy, and Jewish Experience* edited by P. Lang Fall 1998

Student Diversity: A Study for the Carnegie Foundation 1997

The World of Jewish Education in Europe's Ghettos 1939 to 1944.

Numerous newspaper articles on occasional topics for student and other newspapers.

Personal Information

Birth date: October 7, 1948, Munich, Germany
US Citizenship: June 15, 1955.
Family: Spouse, Lynn Francine; Daughter, Tamara Vered; Sons, Ariel Meir and Hanan Baruh.
Home 310-286-2831, Study 310-286-9991, cell 310-592-8960,
Haim@JewsOnFirst.org; HaimBeliak@gmail.com

References on Request

SERDAR ORAZOV

1363 Ridgecrest Rd, Pinole, CA 94564 | (H) +1(818)669 4992 | orazovserdar@yahoo.com

Objective

To seek an opportunity to serve on a board of public non-profit and help the organization by offering sound financial advice and effective direction.

Professional Summary

- ✓ 9 years of experience in non-profit Accounting and Finance (mostly charter schools)
- ✓ Payroll Processing, GL Reconciliation, AP/AR, Year-end audit functions, Annual1099's
- ✓ Budget/cash flow development & monitoring, Quarterly Financial statements
- ✓ Endowment accounting
- ✓ Quick learner, able to grasp new ideas, concepts, and methods, self-motivated team player, committed to quality, work, flexible, efficient, life-long learner
- ✓ Multilingual: Russian/Turkmen/English
- ✓ Expert in QuickBooks/QuickBooks Enterprise, Microsoft Dynamics GP, Intacct, Abila MIP, PeachTree, ADP, strong MS Excel, MS Power Point, MS Word.

Experience

Controller

4/2015 to present

Church Divinity School of the Pacific (Graduate School) – Berkeley, California

- ✓ Oversee all accounts, ledgers, and reporting systems ensuring compliance with appropriate GAAP standards and regulatory requirements.
- ✓ Maintain internal control and safeguards for receipt of revenue, costs, and program budgets and actual expenditures.
- ✓ Coordinate all audit activity.
- ✓ Manage and track the performance of invested assets in keeping with policies and investment guidelines
- ✓ Consistently analyze financial data and present financial reports in an accurate and timely manner; clearly communicate monthly, quarterly, and annual financial statements

Operations Manager

09/2013 to 4/2015

Dowrion LLC (Start-up) – San Leandro, California

- ✓ Planned and directed all functions of the company, developed marketing plans, deployed resources to achieve financial forecast and business objectives.
- ✓ Established and integrated the functional strategies of the company utilizing business expertise to reach financial/operational goals and objectives.

Finance Manager/Senior Accountant

07/2010 to 08/2013

Magnolia Educational & Research Foundation – Westminster, California

- ✓ Maintain general ledger as needed, generate and interpret accurate financial records and statements for management, oversee and train accounting associates, control payroll process, AR and AP, investigate budget and variance issues, perform internal audit and lead the team in year-end formal audit process.
- ✓ Manage financial and budgetary processes of the foundation, monitor and interpret budget and cash flows, prepare and interpret financial statements, manage company's financial accounting, monitoring and reporting systems, develop financial management mechanisms that minimize financial risk, conduct reviews and evaluations for cost-reduction opportunities.

Staff Accountant/Business Manager

10/2007 to 07/2010

Magnolia Educational & Research Foundation – San Diego, California

- ✓ Perform month-end and year-end closing activities, including posting journal entries, calculating accruals and deferrals, balance sheet reconciliations, payroll processing, Perform routine accounting tasks processing payments, reconciling daily bank activity, fixed asset accounting, travel and expense reporting, corporate credit cards, 1099 filing, oversee AR and AP, HR filing.

Education

MBA: Finance, Accounting

Jan 2005

Moscow Aviation Institute (State Technical University) Russian Federation - Moscow

Bachelor of Science: Textile Engineering

Jan 2003

International University – Ashgabat, Turkmenistan

Skills

Advanced in QuickBooks/QuickBooks Enterprise, Microsoft Dynamics GP, PeachTree, ADP, Accuchex, MS Office - Excel, Word, and Power Point.

Language

Fluent in English, Russian and Turkmen

Shohrat Geldiyev

Email: sgs2007x@gmail.com | Mobile: (424) 236 0107 | 7 Goldenbush
Irvine, CA 92604

KEY STRENGTHS

- Solid experience in network & application security, virtualisation and web technologies.
- Hands on experience in penetration testing using open-source/commercial tools and custom scripts.
- Customer support experience (resolution of customer issues)
- Effective communicator at all levels enabling achievement of business outcomes.
- Multilingual
- Results oriented with the ability to identify, assign and deliver on competing priorities.
- Proven leadership skills, developing teams through guidance, mentoring and coaching.
- Specializes in web application security & cloud technologies

WORK EXPERIENCE

Security Consultant

Synopsys, Inc.

September 2016 – Present | Irvine, CA

- Internal & External Network Penetration Testing
- Web Application Penetration Testing
- Web Services – API Security Testing
- Wireless Network – Security Testing
- Secure Build Review
- Building VMs for security assessments

Adjunct Professor

California State University, Fullerton (CSUF)

August 2016 – Present | Fullerton, CA

- Lecturer for Programming Lab Practicum Course (CPSC 301)
- Lecturer for Introduction to Computer Security Course (CPSC 353)

Associate Security Consultant

Cigital, Inc.

January 2016 – August 2016 | Santa Ana, CA

- Internal & External Network Penetration Testing
- Web Application Security Testing
- Web Services & API Security Testing

Associate IT Security Consultant

Coalfire Systems Inc. Labs team
August 2014 – December 2015 | Irvine, CA

- Kick-off/debrief calls with clients
- Communications with clients
- Internal & External Network Penetration Testing
- Vulnerability assessment
- Social Engineering / Phishing Campaigns
- Web Application Security Testing
- Wireless Security Testing
- Delivering penetration test reports

Assistant Principal, IT Officer, CS Instructor
Pacific Technology School
July 2009 – July 2014 | Costa Mesa, CA

2013-2014

- Mentored student with a Java/R project which earned Bronze medal at Infomatrix (International Informatics Project Competition) held in Bucharest, Romania
- Cyber-Team qualified to the finals of San Diego Mayor's

"CyberCup" at UCSD 2012-2013

- Coached/mentored Cyber Team, got 2nd place in San Diego Mayor's "CyberCup" at UCSD.
- Completed Java Fundamentals and Java Programming courses from

Oracle Academy 2011-2012

- Cyber-Team qualified to the San Diego Mayor's "CyberCup" finals
- Taught IED and POE engineering classes at high school.
- Successfully completed the PLTW Core Training for Principles of Engineering program @ Cal Poly Pomona.

2010-2011

- Coached/mentored Cyber team, got 3rd Place in San Diego Mayor's "CyberCup" at UCSD.
- Cyber team was ranked in top 51 High Schools and participated in Cyber Patriot III semi finals

2009-2010

- Successfully completed the STI for PLTW program at Cal Poly Pomona.
- Coached/mentored the Cyber-Team, got 3rd Place in San Diego Mayor's Cup "CyberCup" at UCSD.
- Taught C++ programming, Web design (HTML5, CSS, JS) courses
- Website maintenance, IT technical support
- Sponsored after school clubs (Cyber club, VEX Robotics and Lego Robotics)

IT Manager – January – July 2013
Magnolia Science Academy 3 | Carson, CA

- Instructor, Website & IT Support

Computer Science Teacher – September 2008 – July 2009
Magnolia Science Academy 3 | Carson, CA

- Computer Science Instructor, C++ programming
- Website maintenance, IT technical support

SHOHRAT GELDIYEV'S HONORS AND AWARDS

Lumina Educational
Institutions Foundation May
2014

Diploma to certify that Shohrat Geldiyev with his team in Programming category have been awarded with Silver Medal at INFOMATRIX 2014 World Finals that was held from 8th to 12th MAY, 2014 at the International School of Bucharest, BUCHAREST – ROMANIA

2014
"STEM Award" from Magnolia Foundation

South-East Europe
Lumina University May
2013

Diploma to certify that Shohrat Geldiyev with his team from Pacific Technology School in Short Movie category has been awarded with Bronze Medal at the 11th INTERNATIONAL INFORMATICS PROJECT COMPETITION "INFOMATRIX 2013", BUCHAREST - ROMANIA

2012
"Inspirational Leadership and Mentorship" award from FIRST.

ACADEMIC RECORD

2000-2005 BSc. in Computer Engineering

TRAINING

2011	Certified Ethical Hacker training v6 (312-50)
2013	Cloud Computing course by Rackspace
2013	Java Fundamentals and Programming courses - Oracle Academy
2014	CompTIA Security+, Network+
2015	Offensive Security Wireless Attacks
2015	Offensive Security Penetration Testing with Kali Linux
2016	GIAC Exploit Researcher and Advanced Penetration Tester (GXPN)
2016	CI/CD training
2017	AWS Solutions Architect training
2017	Cloud Security Hands On (CCSK-PLUS) v4 (Black Hat)

CERTIFICATIONS

CompT
IA
Securit
y+
CompT
IA
Netwo
rk+
OSWP
OSCP

PRESENTATIONS/TALKS

"HTML5 101" Costa Mesa, CA 2013
"Android app development using AppInventor" Costa
Mesa, CA 2013 "Cyber Security/Staying Safe Online"
Washington, D.C. 2016 "Bitcoin 101" Irvine, CA 2017

SPOKEN LANGUAGES

English (Full
professional proficiency)
Russian (Bilingual
proficiency) Turkish
(Full professional
proficiency) Turkmen
(Native)
Spanish (Basic proficiency)

INTERESTS

Martial arts, blockchain technologies, AI/ML, ping-pong, volleyball.

REFERENCES

References are available on request.

CHARLOTTE BRIMMER

683 East Loyola Avenue, Carson, CA 90746

Home: 310 329-5527 | Cell: 310 425-5256

Ppls100@aol.com

PROFESSIONAL SUMMARY

Exceptional community leader who is talented at working with diverse groups of people on all governmental levels. Proven professional with 15+ years as a civic project manager, including budgeting, administering, and procuring. Extensive knowledge of local and regional community redevelopment issues and revitalization strategies. Effectively maintain relationships and communication with city officials, developers, community-based organizations and civic groups.

SKILLS

- Organized and goal-oriented, with strong focus on the constituents' needs and concerns.
- Analytical problem solver, able to anticipate issues and create new systems that streamline operations, resolve concerns and improve efficiency.
- Skilled in building excellent rapport with clients and team members to achieve on-time project completions.
- Computer skills include: MS Word, Excel, PowerPoint, and Internet research.

WORK HISTORY

<i>Retired</i>	January 2012 to current
<i>Project Manager/Urban Planner</i>	January 1998 to January 2012

The Community Redevelopment Agency of the City of Los Angeles, CA

Managed a budget of \$68 million for the West Valley Disaster Assistance Project Area and Watts/Watts Corridor Recovery Project Area. Promoted economic development by marketing the City's Business Incentives Programs, facilitated the expansion and retention of quality jobs and created new businesses. Coordinated the involvement of the Los Angeles Mayor's Office and Los Angeles City Council District Offices.

Conducted outreach to residents and community groups in preparation and implementation of Work Programs. Represented the CRL/LA and interfaced with other City Departments, e.g. Bureau of Engineering, Planning, LADOT, and Parks and Recreation. Supervised, directed and evaluated the work of staff members. Worked directly with technical departments and professional consultants to achieve project completion.

Oversaw a team of architects, contractors, developers, property owners, and tenants on various projects. Participated in the development of CRA/LA policies and plans, as well as Los Angeles City policies and programs.

Developed housing strategies in designated project areas, including first-time home ownership programs and affordable housing programs. Created Commercial Façade Programs, Public Improvement Programs and Streetscape Projects in blighted areas.

Monitored pre-construction by coordinating technical staff preparation of the RFP/RFQ, and providing advertising for contractor selections.

Developed and implemented community outreach by disseminating information to various community businesses, property owners, and residents regarding CRA/LA activities throughout the assigned project areas.

Labor Compliance Investigator

May 1990 to May 1998

The Community Redevelopment Agency of the City of Los Angeles – Los Angeles, CA

Conducted onsite inspections and interviews of contractors and workers to determine compliance of the California Labor Code Prevailing Wages Laws and the Davis-Bacon Act.

Prepared, scheduled, and conducted pre-construction conferences and training with contractors and developers regarding Labor Compliance Requirements.

Audited Certified Payroll reports of general contractors and subcontractors to ensure payment of the Prevailing Wage. Researched and interpreted Federal guidelines and regulations. Organized and compiled documents to verify data collected from the file. Maintained a working relationship with all relevant building trades/local unions.

ACCOMPLISHMENTS

- 2009-2015 Appointed to the Carson City Council Planning Commission. I was instrumental in reviewing numerous projects and applications, including the Oil and Gas Ordinance Update, the Porsche Project, the Master Plan for Main Street, and Land Remediation of Boulevards of South Bay/Stadium.
- 2016 Appointed by Assemblyman Mike Gipson of the 64th Assembly District as a Business Commissioner.
- 2016 Appointed Event Coordinator by the General Manager of the Stub-Hub Center and worked closely with the United States Marine Corps to host a Veterans Job and Resource Fair. More than 600 job seekers attended of which more than 50 were interviewed and hired on the spot. In addition, four non-profit organizations were involved: CAS American Veterans Foundation, Resource Educators (free professional attire), and No Kid Left Uncut (more than 50 haircuts provided at no cost), and the California Friends of the African-American Caucus. Patrick Henning, Director of the EDD, was the Special Guest in Attendance.
- 2015 Appointed by State Senator Isadore Hall III as a Veterans Delegate and served as a committee member on the USS Iowa Veterans Job Fair.
- 2015 Assisted the General Manager of the Stub-Hub Center to organize and coordinate a weekly complimentary concert for the community and local residents. The concerts attracted more than 4,000 attendees from April through August 2015.
- 2014 Served as the Chairperson for the City of Carson 4th Annual Veterans Job Fair in which I worked in collaboration with the Carson Veterans Commission Board and with city staff. I was pivotal in negotiating with the General Manager of the Stub-Hub Center to procure the StubHub venue. More than 50 employers attended, as well as 500 job seekers, of which 40 were interviewed and hired on the spot.
- 2014 Nominated and awarded State of California Woman of the Year 2014 for the 64th Assembly District by Assemblyman Isadore Hall III. The award was presented in Sacramento, California.

EDUCATION

California State University, Dominguez Hills, Carson California. Bachelor of Arts: Sociology/Behavioral Science.

Diane R. Gonzalez

5113 Babette Ave
Los Angeles, California 90066
Phone number 310-996-3495 work
Phone number 310-420-6630 cell

EMPLOYMENT:

December 1, 1964 to present –Diane Gonzalez, has worked for the Federal Bureau of Investigation (FBI.) She joined the Bureau, in San Francisco Office and transferred to the Los Angeles Office in 1968 Since joining the FBI, almost 53 years ago Ms. Gonzalez, has worked in various positions, some classified others unclassified, but always in sensitive areas. She has held several Supervisory positions during her years with the Bureau. In 2001, Ms. Gonzalez became the Community Outreach Coordinator (COS) for the Los Angeles FBI Office, a very rewarding position which she holds to this day. As a Community Outreach Specialist (COS) for the last 16 years, has enjoyed interaction with all the diversified educational, religious and ethnic communities in Southern California. Diane was responsible for creating a Multi-Cultural Advisory Committee, a group created to educate the community about the many other groups represented here in Southern California and to de-mystify the often misunderstood missions of our premier federal law enforcement agency known as the FBI. Along these same educational lines, COS Gonzalez started the first FBI- Citizens' Academy Classes servicing the needs of the greater Los Angeles area. She started the Junior Special Agent Program for the Office and a reading program at the Bessie Pregerson Child Develop Center for under-privileged families. In this capacity, she serves on the Salvation Army's Westwood Transitional Village (WTV) Advisory Council.

Since 2007, Diane, implemented the Community Relations Executive Seminar Training Program (CREST) an abbreviated one or two day educational seminar program, requested by and tailored to specific ethnic and religious community needs. She coordinates approximately six of these training secessions per year. In 2004 Diane, to encourage ethnic group dialogue, helped to coordinate the FBI's Multi Cultural Advisory Committee. Ms. Gonzalez teaches classes to help community neighbors understand what they can do to thrive and protect their families here in Southern California. She is certified to teach Internet Safety, Identity Theft and anti- Bullying Classes to teachers, students and adults.

For almost twenty years, she has been a coordinator and member of the Special Olympics Southern California Law Enforcement Torch Run Council. COS Gonzalez also helps to coordinate the FBI's interagency communications and emergency response taskforce's efforts to interact with other first responders throughout the region. All of Ms. Gonzalez's, efforts have helped banished distrust and fear of a federal law enforcement agency and successfully establish trust and understanding between the FBI and the many communities it serves

BOARD POSITION AND OTHERS:

- **1998 to present-** On the Law Enforcement Torch Run Council for Special Olympics Southern California
- Certified Instructor for i-Safe America (Internet Safety)
- Certified mediator – Centinela Diversion Project
- **2004 to present-** On the Salvation Army Westwood Transitional Village's Advisory Council
- **2009-** Graduated DEA Citizen's Academy. Former two-time Board Member and co-founder for the Drug Enforcement Administration Citizen's Academy (DEACAAA)
- **2010-** Graduate of ATF Citizen's Academy
- **2002 to present-** Board member for Scholars Learning Academy (a charter school)
- **2015 to present-** Board member for ten Magnolia Science Academy schools (ten charter schools)

Sandra A. Covarrubias
7401 Madora Ave.
Winnetka CA 91306
(818) 447-7393

OBJECTIVE To obtain a Board Member position at the highly regarded Magnolia Science Academy Board

PROFESSIONAL LICENSED VOCATIONAL NURSING

EXPERIENCE All Saints HealthCare April 2004- April 2007
North Hollywood, CA

- * Provided quality of nursing care to pediatric patients.
- * Aided in the Patient's daily activities of living.
- * Administrated medication by all routes.
- * Monitored ventilators: T-Bird, LP10, HT50, and Bear.
- * Obtained assessments of the patients for any changes.
- * Provided wound care
- * Provided respiratory care; gave respiratory medication, suctioned, and checked respiratory statues.
- * Worked with GT, JT, JGT, and NGT; gave the feedings to the patients, replacement of the tubes, and worked with the feeding pumps.
- * Worked with traches; trach care, and trach tube changes; worked with Bivona and Shiley traches.
- * Monitored IV sites for any infection or any other changes.
- * Monitored all the alarms of the patient; pulse ox, apnea monitor, and ventilator Alarms.
- * Comforted the patient and family with a long term ventilator dependence, and deteriorating diseases.
- * Responsible for all the documentation of the patient; nurses notes, weekly summaries, incident reports, and care plans.
- * Recorded all medications and ordered new medications.
- * Transported patients to school and provided any school needs.

LICENSED VOCATIONAL NURSING

Majesty Hospice January 2005- September 2007
Los Angeles, CA

LICENSED VOCATIONAL NURSING

Amity Home Health October 2007- June 2010
Granada Hills, CA

- * Obtained head-to-toe assessment and any changes.
- * Provided quality of nursing care to adult patients.
- * Assisted in the patient's daily activities of living.
- * Administrated medications by all routes.
- * Reordered medications and supply.
- * Patient and family teaching following the care plan.
- * Responsible for all the documentation of the patient; nurse notes and care plans.

- * Provided wound care
- * Provided patient care following plan of care
- * Comforted the patient and family during terminal illness.

- * Full-time mom (not employed) June 2010- Current

EDUCATION

2004 and 2006 All Saints HealthCare – PALS
2003 American Heart Association – Certified Nursing Assistant
2001 Heartfare – Intravenous Therapy
2001 and 2000 Casa Loma College – Licensed Vocational Nursing

CERTIFICATIONS

BLS – American Heart Association
PALS – American Heart Association
Institutional Fire and Life Safety – Los Angeles City Fire Department
Intravenous Therapy Certificate – American Heart Association

**MULTI – LANGUAGE
SKILLS**

Able to speak and write fluently in Spanish

REFERENCES

Available on Request

Magnolia Public Schools
2018-2019 English Learner Master Plan

Magnolia Public Schools (MPS) 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. MPS 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.

MPS 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
<i>The Understanding Language District Engagement Subcommittee at Stanford University</i>	2012	<ol style="list-style-type: none"> 1. <i>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.</i> 2. <i>Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.</i> 3. <i>Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.</i> 4. <i>Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.</i> 5. <i>Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.</i> 6. <i>Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.</i>

<p><i>Research to Guide English Language Development Instruction by Saunders & Goldenberg</i></p>	<p>2010</p>	<ol style="list-style-type: none"> 1. <i>Providing ELD instruction is better than not providing it.</i> 2. <i>ELD instruction should include interactive activities, but they must be carefully planned and carried out.</i> 3. <i>A separate block of time should be devoted daily to ELD instruction.</i> 4. <i>ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.</i> 5. <i>ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).</i> 6. <i>ELD instruction should integrate meaning and communication to support explicit teaching of language.</i> 7. <i>ELD instruction should provide students with corrective feedback and form.</i> 8. <i>Use of English should be maximized during ELD instruction; the primary language should be used strategically.</i> 9. <i>Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.</i> 10. <i>ELD instruction should emphasize academic language as well as conversational language.</i> 11. <i>ELD instruction should continue until students reach Level 5.</i>
<p><i>Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners</i></p>	<p>2010</p>	<p><i>Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:</i></p> <ul style="list-style-type: none"> ● <i>An LTEL program must emphasize urgency, acceleration, and focus.</i> ● <i>School must address the distinct needs of LTELs.</i> ● <i>LTELs need both language development and literacy development.</i> ● <i>Language development and academic gaps must be addressed across the curriculum.</i> ● <i>An LTEL program should support home language development.</i> ● <i>LTELs need a rigorous curriculum.</i>

		<ul style="list-style-type: none">• <i>LTEs need invitation, support, and insistence that they become active participants in their own education.</i>• <i>An LTEL program should recognize the importance of positive relationships between the students and school staff.</i>• <i>An LTEL program should encourage full integration with other students and with the school.</i>
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MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-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 MPS, 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

Assessment of Initial Students: 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 Fall 2018 using the English Language Proficiency Assessments for California (ELPAC).

The ELPAC will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student's initial enrollment. Parents will be notified again of the student's official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student's ELP classification and placement.

Based on the initial student's performance on the ELPAC, he/she may be classified as an English Learner (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 MPS according to state law.

Assessment of Annual Students: Students who are classified as ELs will be tested annually using the English Language Proficiency Assessments for California (ELPAC). This ELP test will be administered during the Spring test administration window. At this time, MPS 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 active individualized education plan (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 (secondary schools)

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 MPS 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 MPS 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: MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development. Additionally, elementary schools may place their EL students in a supplemental class during the Silent Sustained Reading (SSR) period to provide additional, targeted support.

Eligible Students	Program Description
All ELD Levels (1-4)	<ul style="list-style-type: none"> ● 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 <i>Wonders</i>, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.
Flexible program option: Supplemental ELD during Silent Sustained Reading period	
All ELD Levels (1-4)	<ul style="list-style-type: none"> ● Depending on the school site’s EL population, an additional, supplemental ELD period may be provided to ELD levels 1-2 and/or levels 3-4. This period would take place during the school’s 25 minute SSR period and would allow teachers to focus on language learning and domain areas of growth. This supplemental class does not replace the 30 minute minimum required for all levels.

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 requirement for all MPS schools. Individual schools may elect to provide additional support to their English Learners, as long as it does not interfere with a 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
<p>ELD Levels 1-2 <i>ELs with “minimally” or “somewhat developed” proficiency in English</i></p>	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD. • Depending on the school’s EL population and resources, this period of designated ELD may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. A full class period of designated ELD will not exceed one semester per year. Schools that elect to provide this additional designated time may use the full class period to provide intensive language instruction and core academic support to ELs, prior to their English proficiency test, then move students to a shorter designated ELD class during the second semester, so that they may participate in an elective or enrichment class. • 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.
<p>ELD Levels 3-4 <i>ELs with “moderately” or “well developed” proficiency in English</i></p>	<ul style="list-style-type: none"> • 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

	<p>standards, and reclassify in a timely manner.</p> <ul style="list-style-type: none"> • 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.
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High School - Grades 9-12	
Eligible Students	Program Description
<p>ELD Levels 1-2 <i>ELs with "minimally" or "somewhat developed" proficiency in English</i></p>	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD during the school's SSR period 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.
<p>ELD Levels 3-4 <i>ELs with "moderately" or "well developed" proficiency in English</i></p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none">• 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.
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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 MPS, 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, site-level EL Coordinators provide 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 MPS teachers will have access to this book, and will be 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 MPS, 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, MPS 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 MPS 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 MPS. Newcomers are carefully monitored for growth by the site-level ELD 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 ELD 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 MPS schools. 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 MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and 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 a student who has been enrolled in a U.S. school for more than six years. MPS 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 MPS 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, school leaders and site-level EL coordinators 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 an MPS 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 an MPS 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, MPS schools 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 MPS 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 MPS schools are monitored through ELD portfolios, which are maintained by the on-site 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 site-level coordinators in a shared Google 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
<ul style="list-style-type: none"> ● Core teachers review current class grades and notify parents of ELs if their child is failing. ● School staff reviews 	<ul style="list-style-type: none"> ● Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student’s 	<ul style="list-style-type: none"> ● January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the

<p>and discusses relevant student data (during staff meetings, department meetings, etc.).</p>	<p>ELD portfolio.</p> <ul style="list-style-type: none"> Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency. 	<p>dean of academics and site-level coordinator.</p>
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G. Reclassification of English Learners

MPS 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:

	Grades K-5	Grades 6-12																																																				
<p>English Language Proficiency Assessment</p>	<p>ELPAC: Overall score of 4 with a minimum score of 3 in each domain.</p> <p><i>**Official threshold scores are forthcoming from the CDE. The MPS EL Master Plan will reflect the new recommendations as soon as they are available.</i></p>																																																					
<p>Basic Skills Assessment</p>	<p>NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</p> <table border="1" data-bbox="597 1270 1398 1808"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <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> <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> <tr> <td>Gr. 11</td> <td>217</td> <td>219</td> <td>221</td> </tr> <tr> <td>Gr. 12</td> <td>220</td> <td>222</td> <td>224</td> </tr> </tbody> </table>			Fall	Winter	Spring	Gr. 1	167	170	173	Gr. 2	173	176	179	Gr. 3	179	187	191	Gr. 4	191	197	200	Gr. 5	197	202	204	Gr. 6	200	204	206	Gr. 7	205	208	210	Gr. 8	208	211	212	Gr. 9	211	213	215	Gr. 10	214	216	218	Gr. 11	217	219	221	Gr. 12	220	222	224
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	~OR~
	SBAC: 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	<p>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.</p> <p>The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting.</p>

Reclassified students are monitored for a period of four years by on-site ELD Coordinators. This is done to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Deans and coordinators 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 each school 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 MPS 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 MPS:

Staff Qualifications: All MPS 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, site-level EL Coordinators, and the MPS EL Coordinator.

MPS teachers will:

- 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.

MPS ELD Teachers will 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.

MPS Site-Level EL Coordinators will:

- 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.
- Create and maintain 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 will:

- 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 ELD 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 consortium will hold member schools accountable are:

- Create Title III folders for each school site 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 school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will conduct regular classroom walk-throughs to ensure program fidelity.
- The consortium 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 Magnolia Public Schools. 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. For the 2018-2019 academic year, effective professional development will include:

- An ELD workshop for teachers at the MPS Summer In-Service.
- An 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 (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. 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 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. School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through 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 EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Maintain and update this master plan as needed, attend trainings relevant to the transition from NCLB to the Every Student Succeeds Act, and provide ELD resources to all MPS teachers and staff.

Magnolia Public Schools
2018-2019 English Learner Master Plan

Magnolia Public Schools (MPS) 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. MPS 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.

MPS 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
<i>The Understanding Language District Engagement Subcommittee at Stanford University</i>	2012	<ol style="list-style-type: none"> 1. <i>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.</i> 2. <i>Instruction leverages ELs’ home language(s), cultural assets, and prior knowledge.</i> 3. <i>Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.</i> 4. <i>Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.</i> 5. <i>Instruction fosters ELs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.</i> 6. <i>Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices.</i>

<p><i>Research to Guide English Language Development Instruction by Saunders & Goldenberg</i></p>	<p>2010</p>	<ol style="list-style-type: none"> 1. <i>Providing ELD instruction is better than not providing it.</i> 2. <i>ELD instruction should include interactive activities, but they must be carefully planned and carried out.</i> 3. <i>A separate block of time should be devoted daily to ELD instruction.</i> 4. <i>ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.</i> 5. <i>ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).</i> 6. <i>ELD instruction should integrate meaning and communication to support explicit teaching of language.</i> 7. <i>ELD instruction should provide students with corrective feedback and form.</i> 8. <i>Use of English should be maximized during ELD instruction; the primary language should be used strategically.</i> 9. <i>Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.</i> 10. <i>ELD instruction should emphasize academic language as well as conversational language.</i> 11. <i>ELD instruction should continue until students reach Level 5.</i>
<p><i>Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners</i></p>	<p>2010</p>	<p><i>Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:</i></p> <ul style="list-style-type: none"> ● <i>An LTEL program must emphasize urgency, acceleration, and focus.</i> ● <i>School must address the distinct needs of LTELs.</i> ● <i>LTELs need both language development and literacy development.</i> ● <i>Language development and academic gaps must be addressed across the curriculum.</i> ● <i>An LTEL program should support home language development.</i> ● <i>LTELs need a rigorous curriculum.</i>

		<ul style="list-style-type: none">• <i>LTEs need invitation, support, and insistence that they become active participants in their own education.</i>• <i>An LTEL program should recognize the importance of positive relationships between the students and school staff.</i>• <i>An LTEL program should encourage full integration with other students and with the school.</i>
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MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-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 MPS, 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

Assessment of Initial Students: 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 Fall 2018 using the English Language Proficiency Assessments for California (ELPAC).

The ELPAC will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student's initial enrollment. Parents will be notified again of the student's official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student's ELP classification and placement.

Based on the initial student's performance on the ELPAC, he/she may be classified as an English Learner (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 MPS according to state law.

Assessment of Annual Students: Students who are classified as ELs will be tested annually using the English Language Proficiency Assessments for California (ELPAC). This ELP test will be administered during the Spring test administration window. At this time, MPS 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 active individualized education plan (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 (secondary schools)

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 MPS 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 MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes

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

MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development. Additionally, elementary schools may place their EL students in a supplemental class during the Silent Sustained Reading (SSR) period to provide additional, targeted support.

Eligible Students	Program Description
All ELD Levels (1-4)	<ul style="list-style-type: none"> ● 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 <i>Wonders</i>, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.
Flexible program option: Supplemental ELD during Silent Sustained Reading period	
All ELD Levels (1-4)	<ul style="list-style-type: none"> ● Depending on the school site’s EL population, an additional, supplemental ELD period may be provided to ELD levels 1-2 and/or levels 3-4. This period would take place during the school’s 25 minute SSR period and would allow teachers to focus on language learning and domain areas of growth. This supplemental class does not replace the 30 minute minimum required for all levels.

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 requirement for all MPS schools. Individual schools may elect to provide additional support to their English Learners, as long as it does not interfere with a 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 <i>ELs with “minimally” or “somewhat developed” proficiency in English</i>	<ul style="list-style-type: none"> ● EL students who are ELD Levels 1-2 receive one period of designated ELD. ● Depending on the school’s EL population and resources, this period of designated ELD may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. A full class period of designated ELD will not exceed one semester per year. Schools that elect to provide this additional designated time may use the full class period to provide intensive language instruction and core academic support to ELs, prior to their English proficiency test, then move students to a shorter designated ELD class during the second semester, so that they may participate in an elective or enrichment class. ● 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 <i>ELs with “moderately” or “well developed” proficiency in English</i>	<ul style="list-style-type: none"> ● 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

	<p>standards, and reclassify in a timely manner.</p> <ul style="list-style-type: none"> • 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.
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High School - Grades 9-12	
Eligible Students	Program Description
ELD Levels 1-2 <i>ELs with “minimally” or “somewhat developed” proficiency in English</i>	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD during the school’s SSR period 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 <i>ELs with “moderately” or “well developed” proficiency in English</i>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none">• 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.
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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 MPS, 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, site-level EL Coordinators provide 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 MPS teachers will have access to this book, and will be 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 MPS, 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, MPS 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 MPS 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 MPS. Newcomers are carefully monitored for growth by the site-level ELD 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 ELD 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 MPS schools. 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 MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and 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 a student who has been enrolled in a U.S. school for more than six years. MPS 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 MPS 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, school leaders and site-level EL coordinators 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.

- 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 We
- ek, 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 MPS 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 MPS schools are monitored through ELD portfolios, which are maintained by the on-site 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 site-level coordinators in a shared Google folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

<i>Weekly/Bi-weekly</i>	<i>Monthly</i>	<i>Annually</i>
<ul style="list-style-type: none"> • Core teachers review current class grades and notify parents of ELs if their child is failing. • School staff reviews 	<ul style="list-style-type: none"> • Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student’s 	<ul style="list-style-type: none"> • January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the

<p>and discusses relevant student data (during staff meetings, department meetings, etc.).</p>	<p>ELD portfolio.</p> <ul style="list-style-type: none"> Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency. 	<p>dean of academics and site-level coordinator.</p>
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G. Reclassification of English Learners

MPS 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:

	Grades K-5	Grades 6-12																																																																
<p>English Language Proficiency Assessment</p>	<p>ELPAC: Overall score of 4 with a minimum score of 3 in each domain.</p> <p><i>**Official threshold scores are forthcoming from the CDE. The MPS EL Master Plan will reflect the new recommendations as soon as they are available.</i></p>																																																																	
<p>Basic Skills Assessment</p>	<p>NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</p> <table border="1" data-bbox="604 1251 1430 1833"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 1</td> <td>167</td> <td>170</td> <td>173</td> <td>Gr. 6</td> <td>200</td> <td>204</td> <td>206</td> </tr> <tr> <td>Gr. 2</td> <td>173</td> <td>176</td> <td>179</td> <td>Gr. 7</td> <td>205</td> <td>208</td> <td>210</td> </tr> <tr> <td>Gr. 3</td> <td>179</td> <td>187</td> <td>191</td> <td>Gr. 8</td> <td>208</td> <td>211</td> <td>212</td> </tr> <tr> <td>Gr. 4</td> <td>191</td> <td>197</td> <td>200</td> <td>Gr. 9</td> <td>211</td> <td>213</td> <td>215</td> </tr> <tr> <td>Gr. 5</td> <td>197</td> <td>202</td> <td>204</td> <td>Gr. 10</td> <td>214</td> <td>216</td> <td>218</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Gr. 11</td> <td>217</td> <td>219</td> <td>221</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Gr. 12</td> <td>220</td> <td>222</td> <td>224</td> </tr> </tbody> </table>			Fall	Winter	Spring		Fall	Winter	Spring	Gr. 1	167	170	173	Gr. 6	200	204	206	Gr. 2	173	176	179	Gr. 7	205	208	210	Gr. 3	179	187	191	Gr. 8	208	211	212	Gr. 4	191	197	200	Gr. 9	211	213	215	Gr. 5	197	202	204	Gr. 10	214	216	218					Gr. 11	217	219	221					Gr. 12	220	222	224
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				Gr. 11	217	219	221																																																											
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	~OR~
	SBAC: 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	<p>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.</p> <p>The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting.</p>

Reclassified students are monitored for a period of four years by on-site ELD Coordinators. This is done to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Deans and coordinators 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 each school 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 MPS 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 MPS:

Staff Qualifications: All MPS 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, site-level EL Coordinators, and the MPS EL Coordinator.

MPS teachers will:

- 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.

MPS ELD Teachers will 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.

MPS Site-Level EL Coordinators will:

- 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.
- Create and maintain 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 will:

- 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 ELD 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 consortium will hold member schools accountable are:

- Create Title III folders for each school site 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 school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will conduct regular classroom walk-throughs to ensure program fidelity.
- The consortium 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 Magnolia Public Schools. 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. For the 2018-2019 academic year, effective professional development will include:

- An ELD workshop for teachers at the MPS Summer In-Service.
- An 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 (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. 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.
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- 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