

MAGNOLIA SCIENCE ACADEMY-4



***CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2026 – JUNE 30, 2031)***

**SUBMITTED TO THE
LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AUGUST 21, 2025**

by

**MAGNOLIA PUBLIC SCHOOLS
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Assurances, Affirmations, and Declarations

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related

services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION

▪ The contact person for Charter School is:	Chief Executive Officer/Superintendent, Alfredo Rubalcava
▪ The contact address for Charter School is:	250 E. 1st Street, Suite 1500, Los Angeles, CA 90012
▪ The contact phone number for Charter School is:	(310) 473-2464
▪ The current address of the Charter School is:	11330 W. Graham Place, Los Angeles, CA 90064
▪ The location is in LAUSD Board District:	4
▪ The location is in LAUSD Region:	West
▪ The grade configuration of Charter School is:	6-12
▪ The number of students in the first year will be:	155
▪ The grade level(s) are:	6-12
▪ The enrollment capacity is: (Enrollment capacity is defined as the total number of students who are enrolled in Charter.)	360
▪ The type of instructional calendar will be:	Traditional
▪ The regular bell schedule will be:	8:30 am to 3:32 pm (middle school) 8:30 am to 3:46 pm (high school)
▪ The term of this Charter for Middle and High performing schools:	July 1, 2026 – June 30, 2031

COMMUNITY NEED FOR CHARTER SCHOOL

Magnolia Science Academy-4 is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, MPS, arts and math (“STEAM”). Originally founded in 2008—and here requesting a fourth five-year charter term—MSA-4’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-4 is supplemented by tutoring, after-school programs, and school-to-university connections and transitional supports.

MAGNOLIA PUBLIC SCHOOLS

MSA-4 is a high-performing charter school in Los Angeles, operated by Magnolia Educational and Research Foundation (“MERF”), *dba* Magnolia Public Schools (“MPS”),¹ a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS’ vision is that graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with **creative thinking**, **effective communication**, and the **rigor of science**.

MPS’ educational approach is based on the conviction that STEAM education is essential to improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. Research shows that despite efforts to increase diversity, Black, Hispanic, and female students remain underrepresented in STEM fields. For instance, Black and Hispanic students earn a significantly lower percentage of STEM degrees compared to their white and Asian counterparts. In 2018, Black students earned only 9% of STEM degrees, and Hispanic students earned around 12%. Women are also underrepresented in specific STEM fields, such as engineering and computer science, where they make up only 14% and 25% of the workforce, respectively (National Science Foundation, Pew Research Center, Pew Research Center). Factors contributing to this underrepresentation include a lack of mentors, limited access to quality education, and exposure to role models from similar backgrounds, as noted in studies on STEM participation.² MPS addresses the shortage by inspiring and preparing students to choose career paths in STEAM through early and consistent exposure throughout TK-12 to high-quality instruction and enrichments.

The students we serve are traditionally “underserved.” As of the 2024-25 school year, our student population across the Magnolia network is 78.1% Socioeconomically Disadvantaged (“SED”), 18.5% English Learner (“EL”), 16.4% Students with Disabilities (“SWD”), 4.1% Homeless (“H”)/Foster Youth (“FY”), 76.3% Hispanic/Latino students, 6.7% Black, 5% Asian, Filipino, Pacific Islander (“AFPI”), 2.1% Two or More Races, and 9.7% White. By comparison, across the state, California’s students are 63.6% SED,

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

² Diversity and STEM: Women, Minorities, and Persons with Disabilities 2023." National Science Foundation, 2023, <https://www.nsf.gov/reports/statistics/diversity-stem-women-minorities-persons-disabilities-2023>. Accessed 2 May 2025.

Black Americans' Views of Education and Professional Opportunities in STEM." Pew Research Center, <https://www.pewresearch.org/?p=104672>. Accessed 2 May 2025.

Kricorian, K., Seu, M., Lopez, D. *et al.* Factors influencing participation of underrepresented students in STEM fields: matched mentors and mindsets. *IJ STEM Ed*7, 16 (2020). <https://doi.org/10.1186/s40594-020-00219-2>. Accessed 2 May 2025.

17.4% EL, 14.2% SWD, 4.5% Homeless/Foster Youth, 56.1% Hispanic/Latino, 4.9% Black, 12.7% AFPI, 4.8% Two or More Races, and 20% White.

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math (“STEM”) tutors for middle and high schools in Los Angeles, and later partnered with Culver City Unified School District to provide tutoring for students all around Los Angeles. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of Los Angeles. These successful programs led MPS to establish MSA-2 as our second charter school in 2007, and go on to successfully replicate our educational program and philosophy so that today we operate ten total charter schools—with two new campuses opening in 2025-26 making our total schools twelve—throughout California: five charter schools authorized by the Los Angeles Unified School District (“LAUSD”), three authorized by the Los Angeles County Board of Education (“LACOE”), one authorized by the San Diego Unified School District (“SDUSD”), one (MSA-Santa Ana), authorized by the State Board of Education (“SBE”), and one countywide benefit charter school (MSA-OC) authorized by the Orange County Board of Education. Combined, MPS charter schools now serve nearly 4,000 students in grades TK-12. The MPS program aims to improve students’ performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEAM fields.

MSA-4’s recent achievements include the following highlights, detailed more extensively below:

- National and local media recognition: NBC, Univision, Telemundo, La Opinión
- 76 students enrolled in college courses through West Los Angeles College (2023-24)
- Extended Learning: Saturday school, summer school
- Multiple medals in Academic Pentathlon and Decathlon
- MPS-wide STEAM Expo: 1st and 2nd place awards in engineering and science
- AP Spanish test passage rate: 80% (2025)
- PBIS Gold Award winner (2023)
- Partnerships with Baby2Baby, Family2Family, and local government representatives to provide student and family services
- Three intramural sports teams; 33% student participation in athletics
- Clubs and leadership programs: Eagle-Gazette student newspaper, Eagles United Community Club, college trips, community service projects, and more

INDEPENDENT STUDY

When COVID-19 “stay-at-home” orders were announced in March 2020, MSA-4 quickly and adeptly made the shift to distance learning. This included equitable technology access, consistent “live”/synchronous learning with teachers, social-emotional support, and basic needs support for students and their families.

We wish to note that during these unprecedented times of worldwide impact from the global COVID-19 pandemic, MPS responded swiftly, flexibly, and adaptably, including during the rapid transition to offsite learning. We are quite proud that by the time we closed school on March 16, 2020, all of our students at all sites were provided Chromebooks and, as needed, free Wi-Fi hotspots to use at home for participation in online learning. Not one student lost learning time due to a lack of access to appropriate technology or Wi-Fi connection.

In the hopefully unlikely event of a subsequent “stay at home” order(s), all students, parents/guardians and teachers will have access to online tools that provide students with access to course materials at home. To ensure quality teaching was planned and provided, our Chief Academic Officer (“CAO”) met (virtually) each day with the Principals, who in turn, would each hold daily morning meetings with their faculty. Principals would also issue daily emails with parents/students, post daily office hours for live communications with parents/families, and schedule video conferences as needed. Parents/guardians would be provided detailed information about online curricular resources, IT support for computer and internet issues, counseling support, Coffee with the Principal (virtually) and other opportunities to connect, and much more. The Chief Executive Officer (“CEO”) and Principals would also communicate weekly with families via our website, social media, and other platforms.

Rather than employ an online bell schedule in which students sit staring at their screen as teachers lecture for an entire school day, we implemented a more asynchronous model in which secondary level teachers would record 8-15 mini-lessons and post daily assignments, and then hold scheduled meetings/office hours with their classes at designated times in Google Classroom.

Our MPS Special Education Coordinator would ensure continued services, including contracted services, for students with disabilities. Our paraprofessionals would continue to provide Resource Specialist Program (“RSP”) through Google Meets or one-on-one phone calls. Our Psychologist/Social Work staff would host small group and one-on-one counseling sessions through Google Meets and by phone. 100% of our students with IEPs would receive services and our coordinator would be in communication with families weekly. Similarly, our instructional aides would continue to provide designated English Language Development (“ELD”) instruction online to our EL students.

MPS also would provide meals (breakfast and lunch) for students on a daily basis, distributed daily between 11:00am-1:00pm, with weekend meals also provided every Friday.

The MPS Board has and would continue to meet for regularly scheduled meetings through Zoom. Agendas would be posted on our website 72 hours prior to regular meetings with Zoom access codes for board members and members of the public.

COMMUNITY SCHOOLS

As of 2023, all of MPS’ charter schools became community schools as part of the California Community Schools Partnership Program. Our community schools have programs and partnerships that support improved academic outcomes, whole-child engagement, and family development. Our goal is to increase equitable student learning outcomes by addressing the conditions for teaching and learning. We support the needs of the whole child by strengthening family and community foundations with approaches that sustain mental and behavioral health through healing-centered practices, social-emotional learning, and restorative justice. Our community schools also ensure that students, families, staff, and community members are embraced as full partners in every aspect of decision-making that affects the conditions for teaching and learning. We provide shared decision-making in all aspects of school governance as a key cornerstone of community school implementation within all our community schools.

Magnolia Public Schools prides itself on working with all educational partners, specifically focused on our students’ first teachers, their parents/guardians. As we work to improve and sustain practices that address barriers and create essential conditions for authentic community engagement, we align our

practices and activities to the *Dual Capacity-Building Framework for Family-School Partnerships* (Version 2) by Dr. Karen L. Mapp,³ with the help and support of the U.S. Department of Education. We start by addressing the disparate expectations and understanding different stakeholders have regarding family-school engagement, working to bridge any gaps and establish common ground by leading workshops with families and staff focused on asset-mapping. We also lead data walks that highlight common responses received in the annual Asset and Needs Assessment surveys. MPS sustains our commitment to authentic engagement opportunities through monthly family meetings and events at each school that are also open to the surrounding community. We also utilize the Plan Do Study Act (“PDSA”) method when testing a change in policy or practice that is implemented among our current family engagement practices.

As community schools, each MPS school also is anchored in the four pillars of community schools that can be found in the *Community Schools Playbook*, a project by the Partnerships for the Future of Learning.⁴ The four pillars include:

- *Integrated Student Supports*: A dedicated staff member coordinates support programs to address out-of-school learning barriers for students and families. Mental and physical health services support student success.
- *Expanded and Enriched Learning Time and Opportunities*: Enrichment activities emphasize real-world learning and community problem solving. After-school, weekend, and summer programs provide academic instruction and individualized support.
- *Active Family and Community Engagement*: Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success; and
- *Collaborative Leadership and Practices*: Parents, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility through site-based leadership teams and teacher learning communities.⁵

Through the exchange of “best practices” across our MPS school sites, as well as broader regional and state technical assistance (through monthly and quarterly workshops), we focus specifically on the characteristics of high-quality implementation for each pillar. We are committed in the long run to the ongoing work of advocating for our students, families and the communities we serve, mobilizing resources and partners through collaborative and coordinated efforts for more meaningful impact on the community.

CURRENT LOCATIONS AND GRADE LEVELS OF MPS SITES

MPS currently operates 12 charter schools in California. The figure below shows the current locations and grade levels of these sites.

³ <https://www.dualcapacity.org/>

⁴ <https://communityschools.futureforlearning.org/>

⁵ <https://communityschools.futureforlearning.org/#section-two>



NAME	GRADE LEVEL	LOCATION	
<i>Magnolia Science Academy (MSA)</i>			
A	MSA-1	6th-12th Grade	18238 Sherman Way, Reseda, CA
B	MSA-2	6th-12th Grade	17125 Victory Blvd., Van Nuys, CA
C	MSA-3	6th-12th Grade	1254 East Helmick St., Carson, CA
D	MSA-4	6th-12th Grade	11330 West Graham Place, Los Angeles, CA
E	MSA-5	6th-12th Grade	18238 Sherman Way, Reseda, CA
F	MSA-6	6th-8th Grade	745 S. Wilton Ave., Los Angeles, CA
G	MSA-7	TK-5th Grade	18355 Roscoe Blvd., Northridge, CA
H	MSA-Bell	6th-8th Grade	6411 Orchard Ave., Bell, CA
I	MSA-Santa Ana	TK-12th Grade	2840 West 1st St., Santa Ana, CA
J	MSA-San Diego	6th-8th Grade	6525 Estrella Ave., San Diego, CA
K	MSA-OC Anaheim	TK-6th Grade	412 W Carl Karcher Way, Anaheim, CA
L	MSA-OC PYL	TK-2nd Grade	1891 Kellogg Dr., Anaheim, CA

CHARTER RENEWAL CRITERIA AND ELIGIBILITY

As detailed in the June 2023 *LAUSD Policy and Procedures for Charter Schools* (“LAUSD Policy”):

The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- Criterion 3:** Are the charter school’s enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

(LAUSD Policy, p. 28)

MSA-4'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA PURSUANT TO EDUCATION CODE SECTION 47607.2(B) AND THE CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11966.4(A)(1)

Pursuant to the amendments made to Education Code Section 47607 and the creation of 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard, and, in some circumstances, the performance of the charter school on assessments deemed to be "verified data."

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status ("DASS") schools. Each of the four tiers has unique qualifying criteria.

The three performance categories and DASS thresholds are as follows:

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c).
- **Low Performing** – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the charter authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- **Middle Performing** – Presumptive renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

MSA-4 is pleased to note that in March of 2025 the CDE published its most recent list of charter school performance categories and designated MSA-4 as a middle-performing charter school based on the 2024 Dashboard data, and this designation is consistent with law. Thus, MSA-4 is eligible for a five (5) year charter renewal term.

Further, MSA-4 has not received Red performance levels in any area, has met all local indicators, and has demonstrated academic growth.

The state indicators include the following:

- **Chronic Absenteeism:** kindergarten through grade eight
- **Suspension Rate:** kindergarten through grade twelve
- **English Learner Progress:** grades one through twelve
- **Graduation Rate:** high school only
- **College/Career:** high school only
 - *Note: The College/Career Indicator was not reported on the 2022 Dashboard*
- **Academic:** grades three through eight and grade eleven
 - **English Language Arts/Literacy (ELA)**
 - **Mathematics**

Rationale for Renewal of MSA-4 Charter Petition

MSA-4 Meets Criterion 1 For Renewal with a Sound Educational Program, Strong Capacity and A Reasonably Comprehensive Charter Petition

As noted above, LAUSD’s summary Criterion 1 involves review of the statutory reasons for charter petition denial in Education Code Section 47605(c), including:

(1) Does the renewal petition include a sound educational program[?]

As evidenced by this comprehensive charter petition, LAUSD’s past approval of our charter based on similarly successful implementation of the program detailed herein, and the state and local indicator outcomes detailed under LAUSD’s summary Criterion 2 below, MSA-4 presents a sound educational program for the students we serve. Please also see the discussion below item (2) regarding LAUSD staff’s assessment of MSA-4’s program.

(2) [A]re petitioners likely to successfully implement the program set forth in the petition[?]

As further evidence of the soundness of MSA-4’s educational program and the capacity of our team to successfully implement the program detailed throughout these pages, we offer highlights from the 2024-25 Annual Performance-Based Oversight Visit Report provided to MSA-4 by LAUSD. The strengths highlighted in this report are further evidence that MSA-4 presents a sound educational program and capacity to successfully implement the program.

The 51-page LAUSD Charter School Division (“CSD”) Performance-Based Oversight Visit Report, based on a site visit on March 21st, 2025,⁶ yielded the following ratings across its four performance criteria:

- **Governance:** 4, Accomplished
- **Student Achievement and Educational Performance:** 3, Proficient
- **Organizational Management, Programs, and Operations:** 3, Proficient
- **Fiscal Operations:** 4, Accomplished

(LAUSD 2024-25 Performance-Based Oversight Visit Report, p. 2)

(3) [Does the renewal petition include] a reasonably comprehensive description of the 15 elements required for petitions[?]

The next component of LAUSD’s summary Criteria 1 is met through this charter renewal petition that contains extensively detailed descriptions of all 15 required elements in Education Code Section 47605(c)(5). While we have updated our charter to reflect current practices and new initiatives at our school, our model remains largely the same as what the LAUSD Board authorized in 2018.

(4) The petition contains an affirmation of each of the conditions described in 47605(e).

See “Assurances, Affirmations, and Declarations,” preceding Element 1.

MSA-4 Meets Criterion 2 as a Middle-Tier School with Strong Performance on the State and Local California School Dashboard (“Dashboard”) Indicators

⁶ Los Angeles Unified School District Charter School Division **Annual Performance-Based Oversight Visit Report 2024-25 School Year** for Magnolia Science Academy 4 (“LAUSD 2024-25 Performance-Based Oversight Visit Report”)

We are pleased that the law and the CDE determined that MSA-4 is a “**Middle Performing School**” for purposes of charter renewal, based on the California State Dashboard indicators:⁷

Education Code Section 47607.2(b) states:

1. For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider school wide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard], and the performance of the charter school on the local indicators included in the [Dashboard].
2. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California (“ELPI”), or any successor system, and the college and career readiness indicator (“CCI”).” (Education Code Section 47607(c)(3)).

Further, in addition to the state and local indicators on the Dashboard, the authorizer shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

MSA-4 documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition. In accordance with the State Board of Education’s approved list of “Verified Data” assessments, following our presentation of the Dashboard metrics, MSA-4 presents data from the Measures of Academic Progress (“MAP”) Growth, by Northwest Evaluation Association (“NWEA”), administered in Reading and Mathematics to our students in grades 6-11. We also present compelling evidence of our students’ strong post-secondary outcomes, including college enrollment, persistence, and completion rates from the National Student Clearinghouse (“NSC”).

MSA-4’S 2024 CALIFORNIA SCHOOL DASHBOARD ACADEMIC INDICATORS WARRANT RENEWAL

First, for context, we offer a comparison of the enrollment demographics of MSA-4 to those across the State, using enrollment data from 2023-24 to reflect those students included in the most recently published California School Dashboard reports and other data:

Enrollment Data	MSA-4	California
<i>Total Enrollment</i>	124	5,837,690
<i>% SED</i>	96.8%	62.7%
<i>% EL + RFEP</i>	24.2% + 46.8%	18.4% + 15.8%

⁷ <https://www.cde.ca.gov/sp/ch/csp/performcategory.asp>.

% SWD	21.0%	13.7%
% Homeless and Foster Youth (H/FY)	1.6% + 0.0%	3.6% + 0.5%
% Hispanic/Latino	86.3%	56.1%
% Black	6.5%	4.9%
% American Indian	0.0%	0.4%
% AFPI	2.4%	12.5%
% White	4.0%	20.3%

Source: <https://dq.cde.ca.gov/dataquest>

In looking at our key student groups especially, MSA-4 has considerably more SED students (96.8%) than the State average (62.7%), more SWD (21.0% compared to 13.7% average across CA), significantly more Hispanic/Latino students (86.3% compared to 56.1%), more Black (6.5% v. 4.9%) students, and fewer AFPI (2.4% v. 12.5%), White students (4.0% v. 20.3%), and Homeless and Foster Youth (1.6% v. 4.1% across the state). We also highlight that MSA-4 enrolls significantly more EL students (24.2%) and RFEP students (46.8%) compared to the California average (18.4% and 15.8%, respectively).

Looking at the rates statewide of RFEP students in secondary grades shows that the percentages of students enrolled across the State who are categorized as RFEP is 16.9% in 6th grade (with 18.8% of 6th graders statewide classified as ELs) and by 12th grade, 30.3% of students are RFEP (with only 11.1% of 12th graders classified as ELs).

California English Learners, 2023-24

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
06	433,670	60.4%	3.8%	18.8%	16.9%
07	440,688	59.3%	3.9%	16.2%	20.5%
08	443,063	57.9%	4.1%	13.9%	24.1%
09	466,915	55.0%	4.2%	13.0%	25.2%
10	477,313	55.2%	4.4%	12.6%	27.3%
11	470,608	54.5%	4.5%	11.8%	29.0%
12	499,146	53.7%	4.6%	11.1%	30.3%

Source:

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrELAS.aspx?cde=00&agglevel=state&year=2023-24&ro=y>

At MSA-4, we start with slightly fewer EL students in 6th grade (15.4%), with 46.2% RFEP, and by 12th grade we have 33.0% EL and 46.7% RFEP.

MSA-4 English Learners, 2023-24

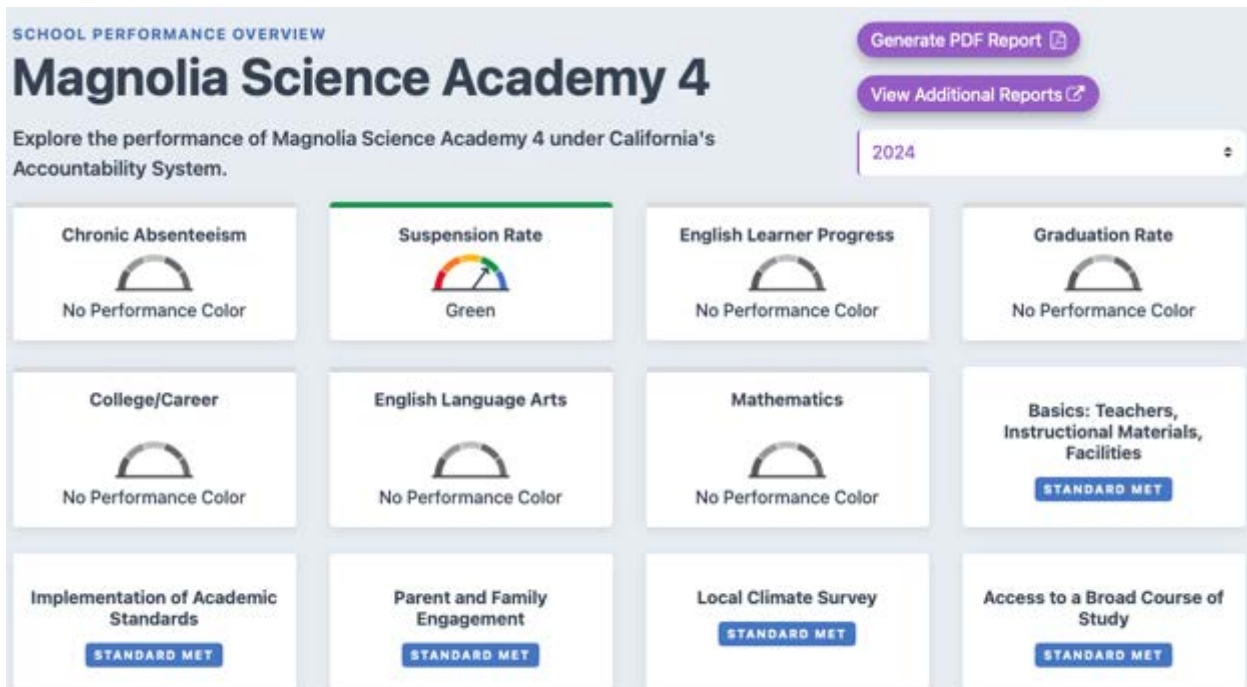
Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
06	13	38.5%	0.0%	15.4%	46.2%
07	11	27.3%	0.0%	54.5%	18.2%
08	1	0.0%	0.0%	0.0%	100.0%
09	21	52.4%	4.8%	9.5%	33.3%
10	30	10.0%	3.3%	36.7%	50.0%
11	33	24.2%	3.0%	12.1%	60.6%
12	15	20.0%	0.0%	33.3%	46.7%

Source:

<https://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647330117622&agglevel=School&year=2023-24&ro=y>

We note that for 2024-25, while there was some fluctuation, MSA-4's demographics remained largely constant, with 90.9% SED, 16.7% EL, 49.2% RFEP, 27.3% SWD, 3.0% H/FY, 85.6% H/L, 6.1% Black, 0% American Indian, 3.0% AFPI, and 5.3% White. We also note that enrollment increased by 8 students in 2024-25, to a total of 132.⁸

The graphic below illustrates MSA-4's schoolwide performance on the state and local indicators in 2023-24:



Source: <https://www.caschooldashboard.org/reports/19647330117622/2024>

⁸ <https://dq.cde.ca.gov/dataquest>

The 2024 Dashboard indicates that MSA-4 meets all of the local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

Due to its relatively small student population, MSA-4 received the “No Performance Color” indicator for all of the academic metrics (English Learner Progress Indicator, English Language Arts, Mathematics, Graduation Rate, and College/Career). For the non-academic metrics, MSA-4 was Green for Suspension rate and received No Performance Color for Chronic Absenteeism.

Despite small class sizes, **MSA-4 outperformed the Statewide average in five out of seven Dashboard Metrics:**

- **Performance higher than the State:** ELA, English Learner Progress (ELPI), College/Career Indicator (CCI), Graduation Rate, Suspension Rate
- **Performance lower than the State:** Math, Chronic Absenteeism

As seen in the table below, MSA-4’s overall performance in both academic and non-academic metrics is inside the range of its neighboring schools. On an individual basis, MSA-4 outperformed those schools, as well as the state, in CCI and Graduation Rate, and exceeded some, though not all, in the areas of ELA, Math, ELPI, and Suspension Rate.

Compared to its resident schools’ median results, MSA-4’s performance was stronger in six of seven categories, including all of the academic indicators:

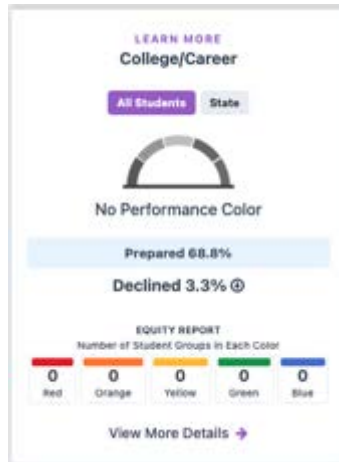
- **Performance higher than resident school median:** Math, ELPI, CCI, Graduation Rate
- **Performance lower than resident school median:** ELA, Suspension Rate

	MSA-4	Alexander Hamilton Senior HS	Susan Miller Dorsey Senior HS	Venice Senior HS	Resident Schools Median	California
ELA	0.2 DFS*	19.1 DFS	-97.5 DFS	29 DFS	19.1 DFS	-13.2 DFS
Math	-93.6 DFS	-93.8 DFS	-162.9 DFS	-61.2 DFS	-93.8 DFS	-47.6 DFS
English Learner Progress	63.6% making progress	46.8% making progress	39.8% making progress	38.9% making progress	39.8% making progress	45.7% making progress
College/Career Indicator	68.8% prepared	54.2% prepared	29.8% prepared	57% prepared	54.2% prepared	45.3% prepared
Graduation Rate	93.8% graduated	92.5% graduated	80.9% graduate	93.4% graduated	92.5% graduated	86.7% graduated
Chronic Absenteeism	29% chronically absent	-	-	-	-	18.6% chronically absent
Suspension Rate	0.7% suspended at least one day	2% suspended at least one day	0.2% suspended at least one day	0.2% suspended at least one day	0.2% suspended at least one day	3.2% suspended at least one day

* Distance from Standard

COLLEGE/CAREER INDICATOR (“CCI”)

Due to its small graduating class of just 16 students, MSA-4 did not receive a performance color on the 2024 Dashboard College/Career Indicator; however, the results are exceptionally strong, with 68.8% of graduating students considered “Prepared” for College and/or Career, *exceeding the State’s 2024 average of 45.3% by an impressive 23.5 percentage points.*



Source: <https://www.caschooldashboard.org/reports/19647330117622/2024>⁹

The CCI “represents the percentage of high school graduates that local education agencies (LEAs) prepare for college or a career.”¹⁰ As detailed in the California Department of Education’s *2024 Dashboard Technical Guide: College and Career Indicator (“CCI”)*, “[T]he CCI was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (CTE) Pathway, (b) course requirements for meeting University of California (UC) or California State University (CSU) requirements (i.e., a-g), or (c) a course of study specifically designed to meet the student’s individual interests.”¹¹

As a very small high school with graduating classes ranging from 16 to 40 students in recent years, all of the broad offerings contemplated by the CCI are not realistic for our small school. The specific metrics included in the CCI are:

- **Met via Career Technical Education Pathway Completion [Not offered at MSA-4]**
- **Met via Smarter Balanced Assessment**
At least a Level 3 "Standard Met" on the Smarter Balanced Summative Assessments for both ELA and Mathematics.
- **Met via College Credit Course**
Completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.

⁹ All MSA-4 Dashboard tiles included herein are sourced from the same 2024 CA School Dashboard report.

¹⁰ <https://www.cde.ca.gov/ta/ac/cm/dashboardccr.asp>

¹¹ CA Department of Education, 2024 Dashboard Technical Guide: College and Career Indicator (CCI), 2024, p. 2.

- **Met via Advanced Placement**
A score of 3 or higher on two Advanced Placement (AP) Exams.
- **Met via International Baccalaureate [Not offered at MSA-4]**
- **Met via a-g Completion**
Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of C or better, plus one of the following criteria:
 - CTE pathway completion with a C- or better in the capstone course
 - Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area.
 - One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
 - A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam.
- **Met via State Seal of Biliteracy**
Earned the State Seal of Biliteracy and scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment.
- **Met via Leadership/Military Science [Not offered at MSA-4]**

The criteria for a student to be considered “Approaching Prepared” are as follows:

Met via Career Technical Education Pathway Completion [Not offered at MSA-4]

Career Technical Education (CTE) pathway completion with a C- or better in the capstone course.

Met via Smarter Balanced Assessment

Scored at least level 2 "Standard Nearly Met" on both the English language arts (ELA) and Mathematics Smarter Balanced Summative Assessments.

Met via College Credit Course

Completion of one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.

Met via a-g Completion

Completion of courses that meet the University of California (UC) or California State University (CSU) a-g criteria with a C or better.

Met via Leadership/Military Science [Not offered at MSA-4]

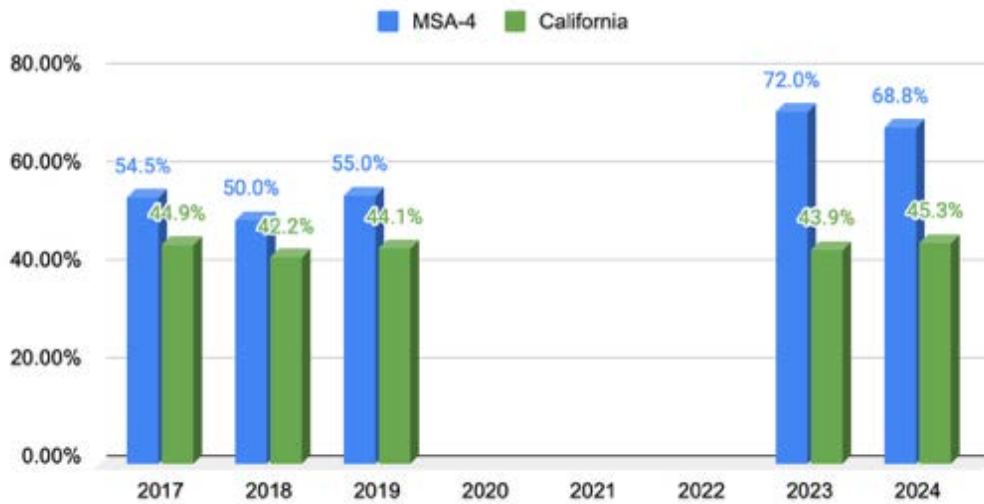
Source:

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2024&cdcde=&scode=0117622&reporttype=sgroups> (emphasis and bracketed notes added)

Notwithstanding the fact that our school is small, we are pleased that MSA-4’s CCI has outpaced the State averages each year it has been issued, both pre- and post-pandemic, by a range of 7.8 to 28.1 percentage points:

College Career Indicator (CCI)

Excludes 2020 - 2022 (no Dashboard data due to COVID)



At MSA-4, given that our graduation requirements align with the A-G requirements to be eligible for enrollment at one of the state’s acclaimed University of California (“UC”) or California State University (“CSU”) campuses, it is not surprising that 100% of our 2024 graduating cohort that met the CCI requirements did so via fulfilling A-G requirements plus either: (1) a “3”/Met standards on one subject of the CAASPP and a “2”/Nearly Met standards on the other CAASPP subject when the student was in 11th grade; (2) one semester of college coursework in our dual enrollment program with a grade of C- or better; or (3) a score of “3” or higher on an AP exam.¹²

In addition to the 11 graduating seniors in 2024 who met the A-G-“plus” criteria on the CCI, subsets of our graduating seniors also met the CCI via additional criteria:

- Scoring 3/Standard Met on both ELA and Math on the CAASPP when they were in 11th grade (18.2% of our graduates who met the CCI “prepared” criteria);
- Completing two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic subjects (72.7% of those who met the CCI criteria), or
- Earning the State Seal of Biliteracy¹³ plus scoring 3/Standard Met on the CAASPP ELA (18.2% of CCI-achievers).¹⁴

Beyond the 68.8% of our 2024 graduates who were “prepared” on the CCI, an additional 25% of our graduating seniors were “Approaching Prepared,” leaving just 6.3% “Not Prepared,” compared to 36.9%

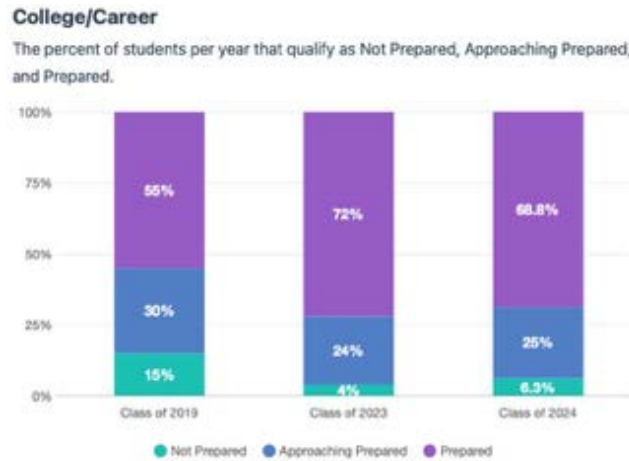
¹² A fourth option involves CTE pathways, which MSA-4 does not offer.

¹³ The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. (<https://www.cde.ca.gov/sp/ml/documents/requrmntsposter.pdf>)

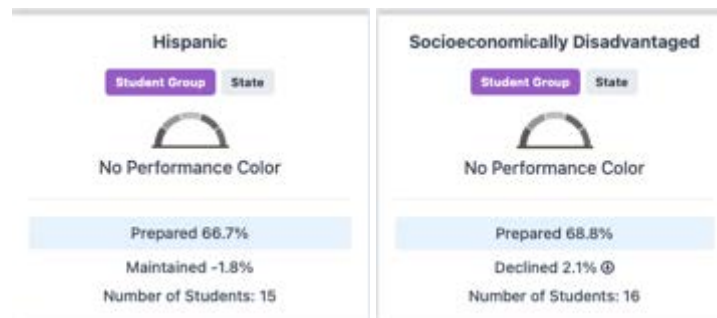
¹⁴

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2024&cdcode=&scode=0117622&reporttype=sgroups>

across the State who graduated “Not Prepared.” Notably, all 4 students who were rated “Approaching Prepared” met the criteria via the A-G-Plus option, which is aligned with our graduation requirements.¹⁵



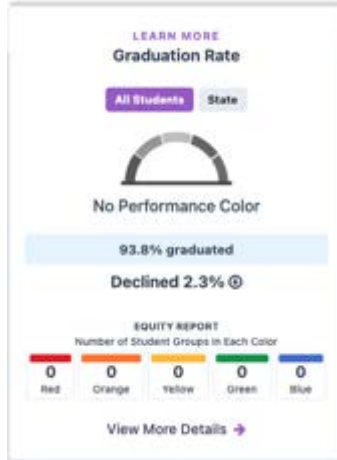
As a small school with small graduating cohorts, MSA-4 did not have any student groups¹⁶ large enough to be assigned performance levels. However, data was reported for Hispanic students (12 graduates) and Socioeconomically Disadvantaged students (15 graduates). MSA-4 is proud to report that both of these student groups outpaced statewide averages in 2024, with 66.7% of Hispanic/Latino “prepared” (compared to 37.4% for the State) and 68.8% of SED students “prepared” (compared to 37.4% for the State).



¹⁵ Currently, the Golden State Seal Merit Diploma is not included in the CCI, but 7 of our 16 Class of 2024 regular high school diploma graduates earned this accolade. To be eligible for the Golden State Seal, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, including mathematics, English language arts, science, and United States history. (<https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=19647330117622&aggllevel=School&year=2023-24&initrow=&ro=y>)

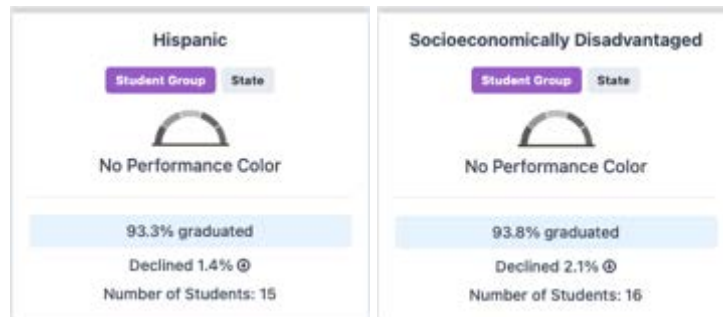
¹⁶ To avoid negative connotations, in alignment with statewide trends, MPS generally prefers to use the phrase “student groups” rather than “subgroups;” however, “student group” is not always used in State data reporting. As such, we use the terms subgroup and student group in this charter petition interchangeably and have strived to use appropriate language throughout.

GRADUATION RATE



As with the College and Career Indicator, MSA-4 did not receive a performance color for Graduation Rate in 2024. Despite this fact, MSA-4's performance remains strong: its Graduation Rate of 93.8% exceeds that of the State (86.7%) by 7.1 percentage points.

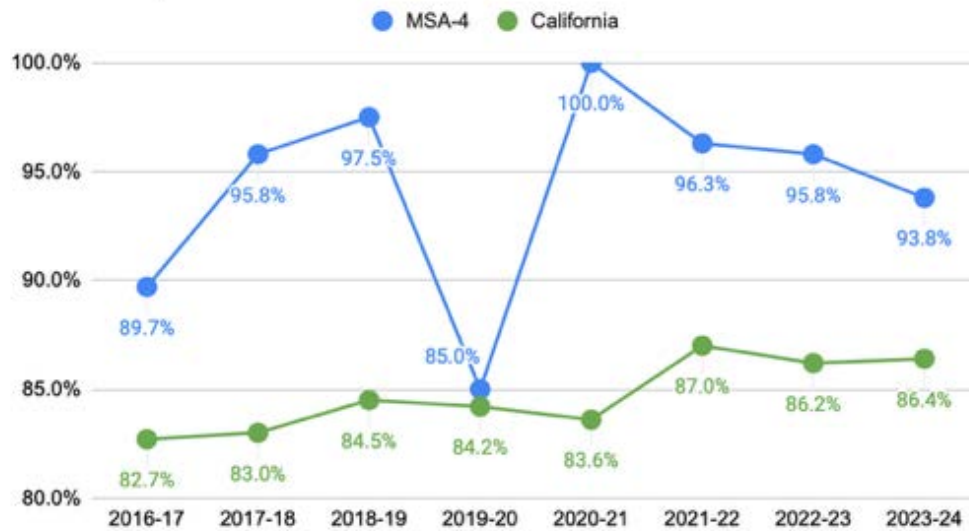
Both of our two student groups with Dashboard Graduation Rate data showed similarly strong performance, with 93.3% of Hispanic students and 93.8% of SED students graduating in 2024. This compares to 85.3% of Hispanic/Latino students statewide graduating in 2024, and 84.4% of SED students.



MSA-4 has achieved consistently strong graduation rates, even through the global pandemic, with rates between 85% and 100% since 2017, outpacing State performance by a range of 0.8 to 16.4 percentage points during that timeframe.

The graphic below includes data from the 4-year Adjusted Cohort Graduation Rate. While CDE combines the 4-Year and 5-Year rates to calculate the Graduation rate reported on the Dashboards, there were no graduation rates reported in 2020 and 2021, so we use the 4-Year Adjusted rates here, which are very close to the Dashboard rates in the years those were available.

4-Year Adjusted Cohort Graduation Rate



Source: <https://dq.cde.ca.gov/dataquest>

A-G COMPLETION RATE

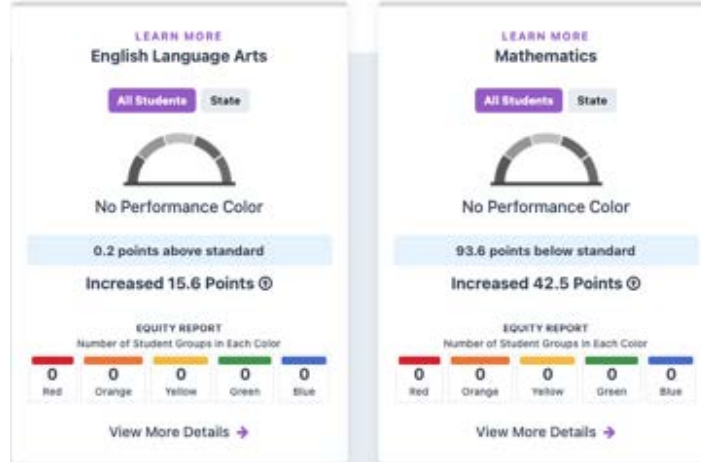
While not published as a Dashboard metric, we are exceptionally proud of the fact that even during and through the pandemic, we were still able to ensure that our graduates met A-G requirements. MSA-4's A-G completion ranged between 87.2% and 100% across the current charter term, including a rate of 100% for five of the past seven years. This level of A-G success significantly surpasses the A-G completion rates across California, which ranged from 49.9% to 52.4% over the past six years with published data. Additionally, MSA-4's rates far exceed the A-G completion rates across L.A. County, which ranged between 53.6% and 59.8%.

	MSA-4	LAUSD	LA County	State
2023-24	100.0%	69.8%	59.5%	51.9%
2022-23	100.0%	68.6%	59.8%	52.4%
2021-22	96.2%	65.2%	58.2%	51.4%
2020-21	100.0%	65.2%	58.7%	52.1%
2019-20	100.0%	55.8%	53.6%	50.9%
2018-19	87.2%	63.7%	56.6%	50.5%
2017-18	100.0%	65.6%	56.2%	49.9%

Source: <https://dq.cde.ca.gov/dataquest>

MSA-4's consistent track record with A-G completion highlights our commitment to positioning our students for postsecondary success.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

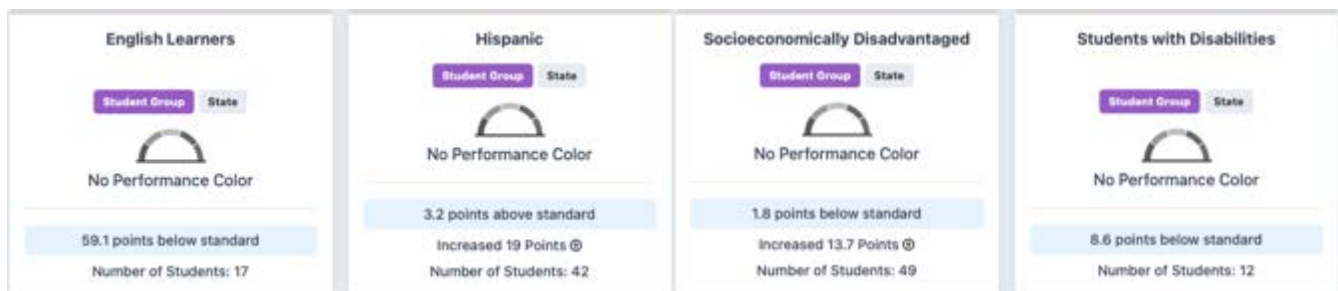


As with other academic indicators, while performance data was reported, MSA-4 did not receive a 2024 Dashboard performance color for ELA or Mathematics due to its small student population. In ELA, MSA-4's 6th to 8th and 11th graders achieved 0.2 points above standard, while in Math, their overall score was 93.6 points below standard. We are extremely proud of our students' growth in both areas in 2024, with year-over-year increases of 15.6 points and 42.5 points respectively. However, we recognize that further improvement is needed, particularly in Math, and our team is working systematically to improve outcomes through a range of strategies as described below.

Equity Report: Student Group Performance on the CAASPP in ELA

MSA-4's student group performance in ELA compared to State averages is noteworthy:

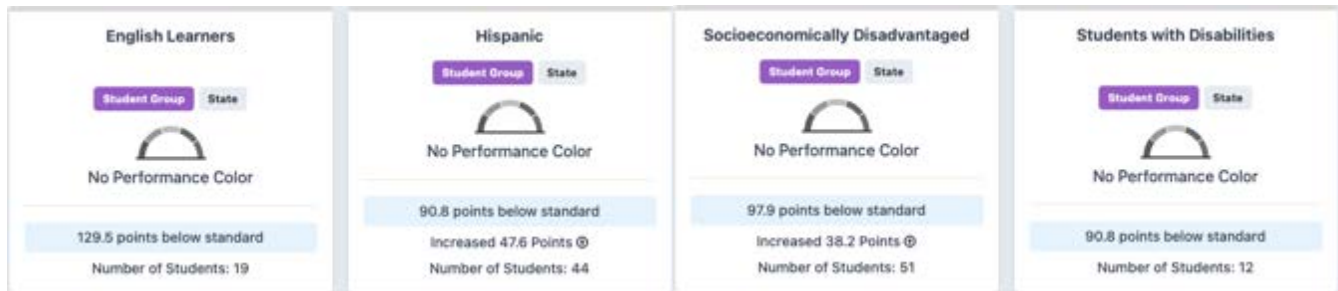
- **English Learners (ELs)** at MSA-4 scored -59.1 DFS, outperforming their statewide (-67.6 DFS) and LAUSD (-78.7 DFS) counterparts.
- **Hispanic/Latino students**—accounting for 86.3% of our enrollment—scored 3.2 DFS, significantly stronger than the statewide average of -39.3 and LAUSD's Hispanic/Latino students, who scored -38.9 DFS in ELA.
- **Socioeconomically Disadvantaged (SED) students**—representing 96.8% of our enrollment—scored -1.8 DFS in ELA, 39.1 points stronger than the State average for SED students of -40.9 DFS. Similarly, SED students in LAUSD scored -40.2 DFS.
- **Students with Disabilities (SWDs)** were -8.6 DFS, performing significantly better than the California average of -95.6 and the LAUSD average of -106.9.



Equity Report: Student Group Performance on the CAASPP in Math

In Math, MSA-4's student group performance against the State averages showed mixed results:

- **English Learners (ELs)** at MSA-4 were -129.5 DFS, lower than the statewide average of -93.4 DFS and the LAUSD average of -95.4 DFS.
- **Hispanic/Latino students** scored -90.8 DFS, slightly lower than the CA average of -79.2, and the LAUSD average of -72.6 DFS.
- **Socioeconomically Disadvantaged (SED) students** scored -97.9 DFS in Math in 2024, lower than the Statewide average for SED of -78.2 and LAUSD's SED Math score of -72.6 DFS.
- **Students with Disabilities (SWDs)** performed better than their statewide and LAUSD counterparts, scoring -90.8 DFS compared to the State's -124.3 DFS and LAUSD's -131.3 DFS.



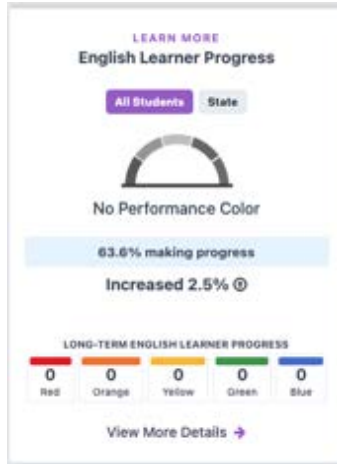
Area of Challenge & Efforts to Improve:

While we are pleased with the significant increase in Math performance amongst our Socioeconomically Disadvantaged and Hispanic students, we recognize that there is work to be done to improve these outcomes going forward. To this end, MSA-4 is implementing a range of strategies to increase Math achievement, including:

- Restructuring the master schedule to include multiple daily opportunities for academic support via small-group instruction and twice-weekly "SBAC Study Hour"
- Incorporating SBAC-style study questions throughout core math courses
- Implementing addition STEM courses including MESA (Mathematics, Engineering, Science Achievement), Makerspace, and data science electives, to increase opportunities for functional math learning
- Providing teachers with targeted professional development and coaching on instructional best-practices including differentiation strategies, cooperative learning, and project-based learning

Though 2024-25 SBAC data is not yet available at this time, MSA-4 students' strong performance on the NWEA MAP Mathematics assessments over the past three years (detailed later in this petition) shows a trajectory of continuous growth. Through the implementation of these and other strategies, MSA-4 is equipping its students for academic success in Math and beyond.

ENGLISH LEARNER PROGRESS INDICATOR



In 2024, 63.6% of MSA-4’s English Learners made at least one year’s progress toward English language proficiency, representing an increase of 2.5 percentage points since 2023. This was significantly stronger than the State’s 45.7% and LAUSD’s 47.5% of students making progress.

Results were similarly strong among Long-Term English Learners, with 71.4% making progress in 2024, compared to 45.8% for the State and 50.4% for LAUSD.

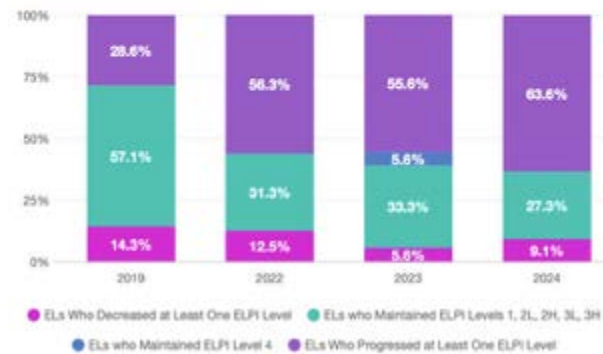


As shown in the additional details on the Dashboard under the ELPI, in 2024, 63.6% of our ELs progressed at least one level, 27.3% maintained their level and 9.1% of ELs decreased at least one level.

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



We note that while the Dashboard only published the overall “percentage of students making progress towards English language proficiency” for four of the past seven school years, MSA-4 outperformed the both the LAUSD and State average for three of those four years. Furthermore, MSA-4’s ELPI score increased by an impressive 35 percentage points between 2019 and 2024.

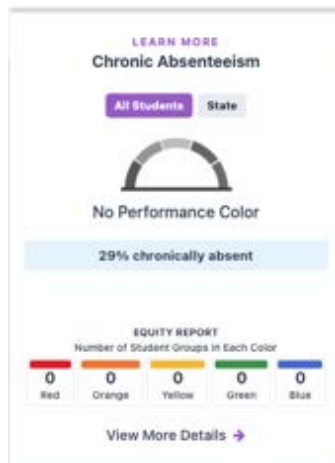
ELPI for MSA-4 and California

	2024	2023	2022	2021	2020	2019
MSA-4	63.6%	61.1%	56.3%	-	-	28.6%
LAUSD	47.5%	48.4%	51.4%	-	-	45.0%
State	45.7%	48.7%	50.3%	-	-	48.3%

Source: <https://www.caschooldashboard.org>

We turn now to the “non-academic” metrics on the Dashboard, and then address our “verified data.”

CHRONIC ABSENTEEISM

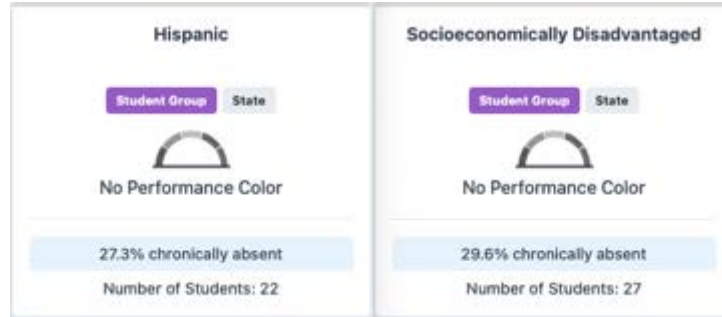


Chronic absenteeism “shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. For accountability, the Chronic Absenteeism indicator only applies to students in grades Kindergarten through grade 8.”¹⁷ Like schools across the nation, since the start of the pandemic, MSA-4 continues to struggle with high rates of chronic absenteeism. In 2023-24, MSA-4’s chronic absenteeism rate was 29% (only reported for our middle grade students in 6-8), compared to the State average that year of 18.6%, and LAUSD average of 23.3%.¹⁸

The School’s statistically significant student groups performed somewhat below than the State, with 27.3% of Hispanic students and 29.6% of SED students chronically absent, compared to the State’s 21.7% and 23.4% for those groups, respectively.

¹⁷ <https://www.caschooldashboard.org/about/glossary>

¹⁸ <https://www.caschooldashboard.org/reports/19101990137679/2024> and <https://www.caschooldashboard.org/reports/19647330000000/2024>



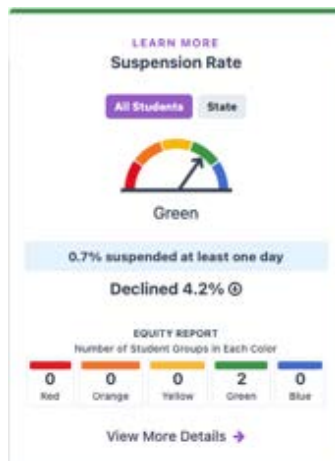
Area of Challenge & Efforts to Improve:

MSA-4 recognizes that absenteeism is an area of challenge and is implementing a range of strategies to address it. In analyzing the root cause, the school found that many of its students who were frequently absent—and in fact, many of its students overall—are commuters. Thus, unreliable transportation poses a significant challenge for many. To address this, MSA-4 offers students TAP cards, allowing them to report to school via public transit. In addition, the Charter School recently implemented bussing service in partnership with another local Magnolia school, MSA-6.

Beyond transportation support, other strategies that MSA-4 is implementing to combat absenteeism include:

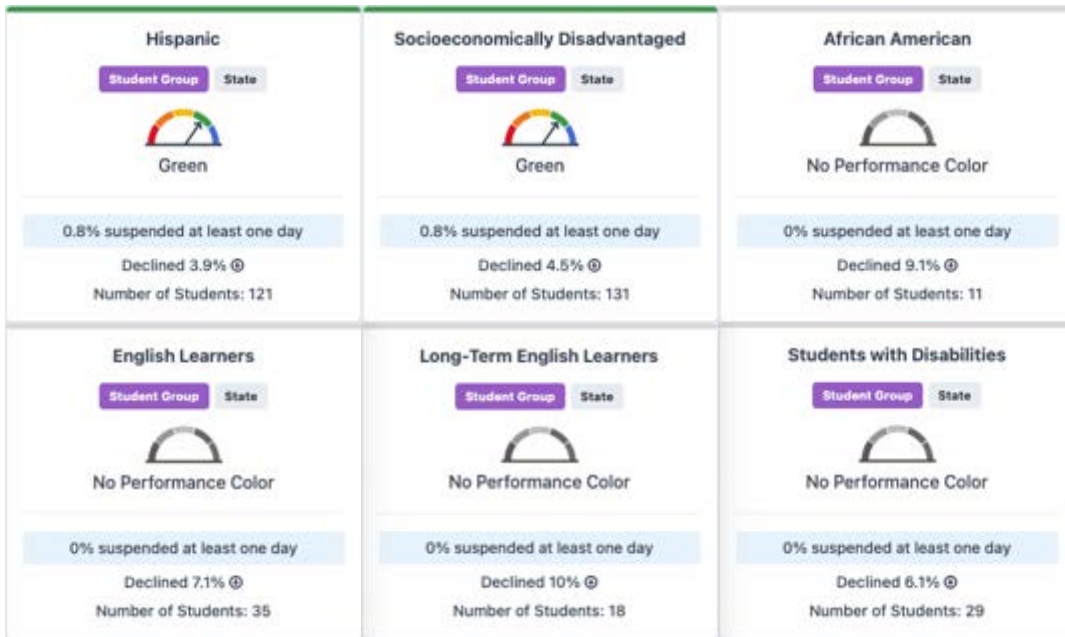
- Attendance competitions with prizes for perfect attendance on a monthly and semesterly basis
- Sending biweekly attendance reports to families via ParentSquare messaging platform
- Collaboratively reviewing attendance progress and goals during PAC and ELPAC meetings
- Individual meetings and home visits to understand and address the cause of absenteeism
- Parent attendance workshops to offer strategies and support
- Middle school intervention program addressing executive functioning and time management skills

SUSPENSION RATE



In 2024, 0.7% of MSA-4 students were suspended at least one day, compared to the State average of 3.2%. This represents a considerable decline of 4.2 percentage points since last year.

As with the overall suspension rate, MSA-4’s student groups saw a substantial decline in suspensions in 2024, with Hispanic students at 0.8% (a 3.9% decline), SED students at 0.8% (a 4.5% decline), and African American students, ELs, LTELs, and SWDs all at 0% (declines of 9.1%, 7.1%, 10%, and 6.1% respectively).



Notably, MSA-4’s suspension rates for each of its statistically significant student groups were lower than statewide averages:

2024 Suspension Rate for MSA-4 and California

	All Students	English Learners	Long-Term English Learners	Students with Disabilities	African American	Hispanic	Socioeconomically Disadvantaged
MSA-4	0.7%	0.0%	0.0%	0.0%	0.0%	0.8%	0.8%
State	3.2%	3.4%	8.1%	5.4%	8.4%	3.4%	4.0%

Source: <https://www.caschooldashboard.org/reports/19647330117622/2024/conditions-and-climate#suspension-rate>

ADDITIONAL DATA HIGHLIGHTING MSA-4’s SUCCESS

Enrollment and Stability Rate

During this extended charter term that began with the 2018-19 school year, LAUSD, our surrounding school district, has lost 91,038 students from its enrollment rolls, approximately 15% of its total enrollment.¹⁹ MSA-4 continues to be co-located utilizing the Proposition 39 facilities and as a result struggled to maintain a strong enrollment over the charter term, from 176 students in 2018-19 to 132 students in 2024-25. However, as seen in the table below, total enrollment has trended upward since its lowest point in 2020-21, with a significant increase of 30 students between 2023 and 2025.

¹⁹ <https://data1.cde.ca.gov/dataquest/dqcensus/EnrGrdYears.aspx?cds=1964733&agglvel=district&year=2023-24>

Total Enrollment

School Year	MSA-4	Year-Over-Year Change
2018-19	176	--
2019-20	131	-45
2020-21	100	-31
2021-22	109	+9
2022-23	102	-7
2023-24	124	+22
2024-25	132	+8

Source: <https://dq.cde.ca.gov/dataquest/>

MSA-4's stability rate has also fluctuated throughout the charter term, ranging from 79.5% to 93.3%. Though its performance in this category was lower than the State and district in all years but 2020-21, it was on par with schools in its immediate vicinity. As seen below, MSA-4 outperformed the resident school median for five of the past seven years.

Stability Rate

School Year	MSA-4	Alexander Hamilton Senior HS	Susan Miller Dorsey Senior HS	Venice Senior HS	Resident School Median	LAUSD	California
2018-19	86.60%	89.00%	68.10%	85.90%	85.90%	89.40%	91.00%
2019-20	89.80%	90.40%	73.30%	84.90%	84.90%	90.50%	92.00%
2020-21	93.30%	91.70%	83.80%	91.10%	91.10%	91.90%	92.30%
2021-22	84.30%	88.70%	67.30%	83.80%	83.80%	87.20%	89.80%
2022-23	79.50%	89.40%	75.10%	89.30%	89.30%	89.60%	91.20%
2023-24	79.70%	90.40%	72.60%	90.60%	90.40%	89.30%	91.00%

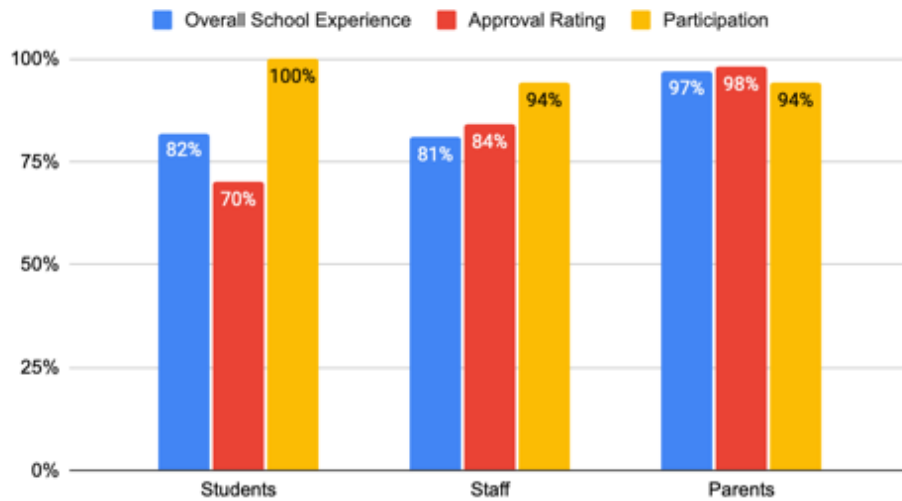
Source: <https://dq.cde.ca.gov/dataquest/>

In addition to the strategies outlined in the Outreach and Recruitment Plan section below, MSA-4 is implementing a variety of initiatives to encourage continued enrollment growth and retention, including dual-enrollment courses and extracurricular clubs and sports based on student interest.

Educational Partner Surveys

MSA-4 conducts annual surveys to measure satisfaction levels and gather important feedback from students, staff and parents. These results are shared with the entire school community, including the Board. In the most recent 2024-25 survey, participation rates were 100% for students and 94% for both staff and families. We are pleased that families and staff report high levels of approval and overall school experience. In light of students' approval rating, which at 70% was slightly lower than others, MSA-4 is utilizing Student Government to help assess student needs and requests, and our leadership is discussing areas of improvement with the Parent Advisory Committee.

MSA-4 2024-25 Satisfaction Rates



Source: internal survey data

As all of the foregoing data shows – with “greater weight” on the academic data – MSA-4 meets the first part of LAUSD’s Criterion 2 for renewal.

MSA-4 Also Meets the Second Part of LAUSD’s Criterion 2 for Renewal Via “Verified Data” Including NWEA MAP Growth and Post-Secondary Data from the National Student Clearinghouse and Dataquest

In addition to the state-published data detailed in the prior section, MSA-4 also has “verified data” demonstrating that the Charter School has attained measurable increases in academic achievement, defined as one year’s progress for each year in school, and has demonstrated strong post-secondary outcomes, beyond that of similar peers across the state.

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) The California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes NWEA MAP to meet the verified data requirement.

NWEA MAP Growth

The State Board has approved the use of NWEA MAP Growth as “verified data,” and in May 2023, published guidance on the use of MAP Growth and “how data from their indicators should be used to understand one year’s progress.” As stated by the State Board of Education:

Assessment	Publisher guidance
MAP Growth by NWEA	To demonstrate one year of growth, a school can contextualize the average gains made by groups of students over the course of the year relative to NWEA school norms and summarize that normative growth using the NWEA Conditional Growth Index (CGI) metric . This metric is a standard score (z score or effect size), expressed in standard deviation

	<p>units, that is calculated by subtracting the growth norm for a group of same-grade students in a school from the average growth attained by those students, and dividing that value by the standard deviation of growth. A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.</p> <p>MAP Growth has both student and school growth norms, and the CGI metric is available to contextualize the gains of individual students (student norms) or groups of same-grade students (school norms). The CGI metric for grades-within-schools is included on school and district reports and can also be calculated using an NWEA-provided calculator for groups of students not included in standard reports. Student-level CGI metrics, which are calculated in generally the same way, are included on classroom and school reports. Group-level summaries should leverage CGI values based on the school norms.</p>
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Source: <https://www.cde.ca.gov/be/aa/aa/yr23/documents/may23item02.docx> (emphasis added).

In looking at specific student growth, “Average Growth is the amount of growth demonstrated, on average, for students in the same grade and subject and with similar starting achievement. This is the default “growth projection” in NWEA® reports. Approximately 50% of similar students meet or exceed this level of growth.”²⁰

In order to better track student growth and mastery of grade-level content standards over time, MSA-4 implemented nationally normed NWEA MAPs benchmark assessments starting in 2014-15. The following tables summarize MSA-4’s Fall to Spring NWEA MAP results, per grade level cohort (middle grades followed by high school grades), across the two subjects tested: Reading and Math. We focus for these purposes on two key metrics and their corresponding percentile ranking, as explained by the State Board report above:

School Conditional Growth Index	-0.2 to 0.2
Percentage of Students Who Met Growth Projection	50 th percentile

Participation

As NWEA does not provide participation rates in its reports, participation rates were calculated, on a grade-level basis, by dividing the number of students who completed each test by the number of students rostered at the time of testing. As seen in the tables below, MSA-4 met or exceeded the 95% participation rate target for all three reported years.

²⁰ www.nwea.org/uploads/2020/09/MAP-Growth-Goal-Explorer-Users-Guide_NWEA_Guide.pdf

NWEA MAP Reading Participation							NWEA MAP Math Participation						
	2022-23		2023-24		2024-25			2022-23		2023-24		2024-25	
	Fall	Spring	Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring
6	--	--	11/12	16/16	7/7	10/10	6	--	--	10/12	16/16	7/7	10/10
	--	--	92%	100%	100%	100%		--	--	83%	100%	100%	100%
7	--	--	7/7	9/10	17/17	16/16	7	--	--	9/9	12/12	16/17	16/16
	--	--	100%	90%	100%	100%		--	--	100%	100%	94%	100%
8	--	--	1/1	1/1	8/10	11/11	8	--	--	1/1	1/1	8/10	11/11
	--	--	100%	100%	80%	100%		--	--	100%	100%	80%	100%
9	24/24	29/29	19/19	20/20	20/20	19/19	9	24/24	29/29	20/20	21/22	21/21	19/19
	100%	100%	100%	100%	100%	100%		100%	100%	100%	95%	100%	100%
10	34/34	34/36	25/27	26/27	21/21	19/21	10	32/34	35/36	29/30	28/29	20/22	19/21
	100%	94%	93%	96%	100%	90%		94%	97%	97%	97%	91%	90%
11	19/20	16/18	25/27	26/27	28/28	27/27	11	20/20	16/18	33/33	31/31	29/29	27/27
	95%	89%	93%	96%	100%	100%		100%	89%	100%	100%	100%	100%
Overall	77/78	79/83	92/97	103/105	101/103	102/104	Overall	76/78	80/83	102/105	109/111	101/106	102/104
	99%	95%	95%	98%	98%	98%		97%	96%	97%	98%	95%	98%

Reading

MSA-4 is happy to report that since the 2022-23 school year, all grade levels and applicable student groups with 11 or more students²¹ have demonstrated one year’s growth in Reading, with many far exceeding the one-year’s-growth CGI threshold of -0.2. Likewise, among statistically significant student groups, the percentage of students meeting their growth projection exceeded the 50% threshold in Reading for all grade levels across the past three years.

NWEA READING																
Grade	Student Group	2022-23					2023-2024					2024-25				
		Growth Events	Growth Index	CGI greater than or equal to -0.2?	Met Growth Projection	At Least 50% Met Growth Projection?	Growth Events	Growth Index	CGI greater than or equal to -0.2?	Met Growth Projection	At Least 50% Met Growth Projection?	Growth Events	Growth Index	CGI greater than or equal to -0.2?	Met Growth Projection	At Least 50% Met Growth Projection?
		# of Events	CGI	Yes/No	Percent "Met"	Yes/No	# of Events	CGI	Yes/No	Percent "Met"	Yes/No	# of Events	CGI	Yes/No	Percent "Met"	Yes/No
6	All	--	--	--	--	--	11	0.86*	Yes*	91%*	Yes*	6	--	--	--	--
	EL	--	--	--	--	--	1	--	--	--	--	0	--	--	--	--
	FRL	--	--	--	--	--	11	0.86*	Yes*	91%*	Yes*	5	--	--	--	--
	SPED	--	--	--	--	--	1	--	--	--	--	2	--	--	--	--
	H/L	--	--	--	--	--	8	--	--	--	--	4	--	--	--	--
7	All	--	--	--	--	--	7	--	--	--	--	14	1.33*	Yes*	79%*	Yes*
	EL	--	--	--	--	--	4	--	--	--	--	2	--	--	--	--
	FRL	--	--	--	--	--	6	--	--	--	--	11	1.35*	Yes*	82%*	Yes*
	SPED	--	--	--	--	--	1	--	--	--	--	3	--	--	--	--
	H/L	--	--	--	--	--	5	--	--	--	--	10	--	--	--	--
8	All	--	--	--	--	--	1	--	--	--	--	8	--	--	--	--
	EL	--	--	--	--	--	0	--	--	--	--	2	--	--	--	--
	FRL	--	--	--	--	--	1	--	--	--	--	7	--	--	--	--
	SPED	--	--	--	--	--	0	--	--	--	--	1	--	--	--	--
	H/L	--	--	--	--	--	1	--	--	--	--	7	--	--	--	--
9	All	22	0.80*	Yes*	77%*	Yes*	19	1.00*	Yes*	68%*	Yes*	18	0.83*	Yes*	78%*	Yes*
	EL	6	--	--	--	--	2	--	--	--	--	0	--	--	--	--
	FRL	22	0.80*	Yes*	77%*	Yes*	18	0.94*	Yes*	67%*	Yes*	16	0.70*	Yes*	75%*	Yes*

²¹ In compliance with the Family Educational Rights and Privacy Act (FERPA), to protect student privacy, grade levels and/or groups with fewer than 11 students were omitted from these reports.

	SPED	5	--	--	--	--	4	--	--	--	--	7	--	--	--	--
	H/L	20	0.69*	Yes*	75%*	Yes*	16	0.84*	Yes*	63%*	Yes*	17	0.83*	Yes*	76%*	Yes*
10	All	29	1.22*	Yes*	83%*	Yes*	24	1.18*	Yes*	88%*	Yes*	17	1.03*	Yes*	71%*	Yes*
	EL	5	--	--	--	--	8	--	--	--	--	1	--	--	--	--
	FRL	28	1.12*	Yes	82%*	Yes*	21	1.27*	Yes*	86%*	Yes*	17	1.03*	Yes*	71%*	Yes*
	SPED	9	--	--	--	--	7	--	--	--	--	5	--	--	--	--
	H/L	25	1.21*	Yes*	84%*	Yes*	22	1.06*	Yes*	63%*	Yes*	17	1.03*	Yes*	71%*	Yes*
11	All	16	0.88*	Yes*	75%*	Yes*	29	1.54*	Yes*	86%*	Yes*	25	1.06*	Yes*	76%*	Yes*
	EL	5	--	--	--	--	4	--	--	--	--	7	--	--	--	--
	FRL	16	0.88*	Yes*	75%*	Yes*	28	1.56*	Yes*	86%*	Yes*	21	1.14*	Yes*	81%*	Yes*
	SPED	3	--	--	--	--	8	--	--	--	--	7	--	--	--	--
	H/L	14	0.99*	Yes*	79%*	Yes*	26	1.61*	Yes*	88%*	Yes*	23	0.99*	Yes*	74%*	Yes*

(--) indicates number of growth events less than 11
 (*) indicates number of growth events greater than 10 and less than 30

Mathematics

MSA-4 students also performed exceptionally well on NWEA’s Mathematics assessments over the past three years, with nearly all grade levels and applicable student groups surpassing both the “one year’s growth” CGI metric as well as the 50% “met growth projection” metric. The two exceptions came in 2024-25, as outlined below:

- **7th Grade – All Students**
 - **CGI:** -0.24 (.04 short of the “one year’s growth” target)
 - **Met Growth Projection:** 31% (19 percentage points short of the target)
- **10th Grade – All Students**
 - **Met Growth Projection:** 47% (3 percentage points short of the target)

MSA-4 is proud of the overall success that these results represent, and we are confident that our ongoing efforts, as outlined throughout this petition, will support these—and all—students to achieve their full potential in Math over the coming years.

NWEA MATHEMATICS																
Grade	Student Group	2022-23					2023-2024					2024-25				
		Growth Events	Growth Index	CGI greater than or equal to -0.2?	Met Growth Projection	At Least 50% Met Growth Projection?	Growth Events	Growth Index	CGI greater than or equal to -0.2?	Met Growth Projection	At Least 50% Met Growth Projection?	Growth Events	Growth Index	CGI greater than or equal to -0.2?	Met Growth Projection	At Least 50% Met Growth Projection?
		# of Events	CGI	Yes/No	Percent "Met"	Yes/No	# of Events	CGI	Yes/No	Percent "Met"	Yes/No	# of Events	CGI	Yes/No	Percent "Met"	Yes/No
6	All	--	--	--	--	--	10	--	--	--	--	6	--	--	--	--
	EL	--	--	--	--	--	1	--	--	--	--	0	--	--	--	--
	FRL	--	--	--	--	--	10	--	--	--	--	5	--	--	--	--
	SPED	--	--	--	--	--	1	--	--	--	--	2	--	--	--	--
	H/L	--	--	--	--	--	7	--	--	--	--	4	--	--	--	--
7	All	--	--	--	--	--	8	--	--	--	--	13	-0.24*	No*	31%*	No*
	EL	--	--	--	--	--	5	--	--	--	--	2	--	--	--	--
	FRL	--	--	--	--	--	7	--	--	--	--	10	--	--	--	--
	SPED	--	--	--	--	--	1	--	--	--	--	3	--	--	--	--
	H/L	--	--	--	--	--	5	--	--	--	--	9	--	--	--	--
8	All	--	--	--	--	--	1	--	--	--	--	9	--	--	--	--
	EL	--	--	--	--	--	0	--	--	--	--	3	--	--	--	--
	FRL	--	--	--	--	--	1	--	--	--	--	7	--	--	--	--
	SPED	--	--	--	--	--	0	--	--	--	--	2	--	--	--	--
	H/L	--	--	--	--	--	1	--	--	--	--	7	--	--	--	--

9	All	22	0.38*	Yes*	64%*	Yes*	18	1.16*	Yes*	78%*	Yes*	18	1.75*	Yes*	83%	Yes*
	EL	6	--	--	--	--	2	--	--	--	--	0	--	--	--	--
	FRL	22	0.38*	Yes*	64%*	Yes*	18	1.16*	Yes*	78%*	Yes*	16	1.54*	Yes*	81%*	Yes*
	SPED	5	--	--	--	--	4	--	--	--	--	7	--	--	--	--
	H/L	20	0.33*	Yes*	65%*	Yes*	16	1.40*	Yes*	81%*	Yes*	17	1.77*	Yes*	82%*	Yes*
10	All	29	0.84*	Yes*	62%*	Yes*	24	1.87*	Yes*	79%*	Yes*	17	-0.16*	Yes*	47%	No*
	EL	5	--	--	--	--	7	--	--	--	--	1	--	--	--	--
	FRL	28	0.69*	Yes*	61%*	Yes*	21	1.47*	Yes*	76%*	Yes*	16	0.18*	Yes*	50%*	Yes*
	SPED	9	--	--	--	--	7	--	--	--	--	6	--	--	--	--
	H/L	25	0.84*	Yes*	60%*	Yes*	22	1.73*	Yes*	77%*	Yes*	16	0.18*	Yes*	50%*	Yes*
11	All	16	0.85*	Yes*	75%*	Yes*	30	0.90	Yes	73%	Yes	25	0.82*	Yes*	72%	Yes*
	EL	5	--	--	--	--	4	--	--	--	--	7	--	--	--	--
	FRL	16	0.85*	Yes*	75%*	Yes*	29	0.90*	Yes*	72%*	Yes*	21	0.51*	Yes*	71%*	Yes*
	SPED	3	--	--	--	--	8	--	--	--	--	7	--	--	--	--
	H/L	14	0.93*	Yes*	79%*	Yes*	26	0.88*	Yes*	73%*	Yes*	23	0.45*	Yes*	70%*	Yes*

(--) indicates number of growth events less than 11

(*) indicates number of growth events greater than 10 and less than 30

MSA-4's Post-Secondary Outcomes

Finally, we are pleased to present MSA-4's post-secondary outcome data, as reported by the National Student Clearinghouse.

Enrollment

Despite small graduating classes ranging between 15 and 40 students, MSA-4 has maintained a college-going rate between 46.67% and 80% since 2017, with a calculated average of 68.76% in that timeframe.

Count of Students Enrolled in College at Any Time During the First Year After High School									
Class of	Total in the Class	Total Enrolled in College	College-Going Rate	Total in Public	Total in Private	Total in 4-Year	Total in 2-Year	Total In-State	Total Out-Of-State
2017	27	20	74.07%	17	3	8	12	19	1
2018	25	18	72.00%	16	2	9	9	16	2
2019	40	32	80.00%	31	1	18	18	31	1
2020	17	11	64.71%	11	0	7	7	11	0
2021	23	13	56.52%	13	0	2	2	13	0
2022	26	20	76.92%	20	0	6	6	20	0
2023	24	18	75.00%	18	1	10	10	19	0
2024	15	7	46.67%	7	0	2	2	7	0
Calculated Average			68.76%						

Source: NSC StudentTracker

Persistence

Among those MSA-4 alumni who graduated between 2017 and 2022 and enrolled in college, an impressive average of 83.42% persisted from their first to their second year.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year			
Class of	Enrolled Anywhere 1 st Year	Enrolled Anywhere 2 nd Year	Freshman to Sophomore Persistence Rate
2017	20	19	95.00%
2018	18	15	83.33%
2019	32	26	81.25%
2020	11	7	63.64%
2021	13	12	92.31%
2022	20	17	85.00%
Calculated Average			83.42%

Source: NSC StudentTracker

Completion

Though data in this area is limited due to its relatively short time in existence, MSA-4 students' college completion rate is trending positively, with an average of 44.65% among those who graduated high school between 2017 and 2019.

Postsecondary Enrollment and Progress			
Class of	Enrolled Anywhere 1 st Year	Graduated (as of 2023-24)	College Completion Rate
2017	20	12	60.00%
2018	18	6	33.33%
2019	32	13	40.63%
Calculated Average			44.65%

Source: NSC StudentTracker

As evidenced by all of the foregoing Dashboard data, including the state and local indicators, as well as our NWEA MAP Growth data and post-secondary outcomes, **MSA-4 has clearly met the requirements of LAUSD's Criterion 2.**

MSA-4 ALSO MEETS LAUSD'S THIRD CRITERIA FOR RENEWAL: OUR ENROLLMENT AND DISMISSAL PRACTICES ARE NON-DISCRIMINATORY AND WE DO NOT HAVE ANY SUBSTANTIAL FISCAL OR GOVERNANCE FACTORS

Finally, Education Code Section 47607(e) states:

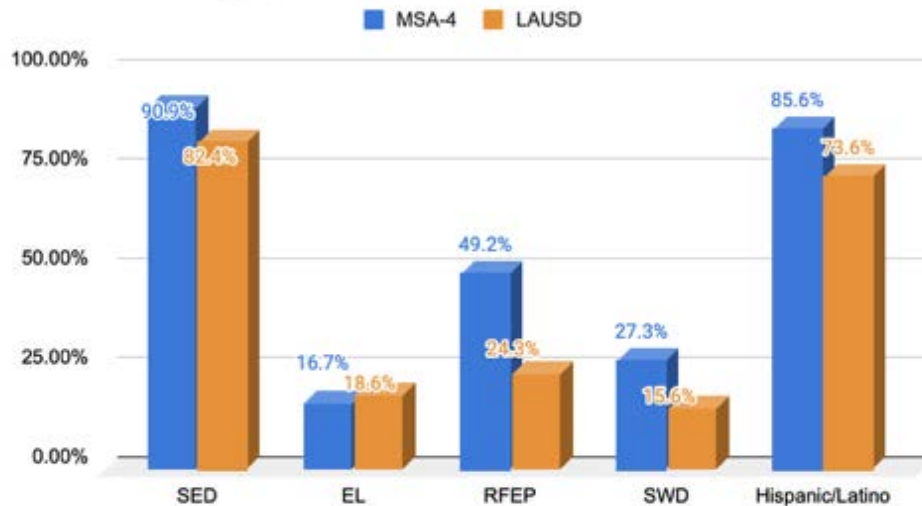
Notwithstanding [Criteria 2 and 3], the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to [Education Code Section 47607] subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

(1) The corrective action proposed by the charter school has been unsuccessful.

(2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.”

MSA-4 serves all students, including students who are academically low achieving, SED, ELs, SWD, F/HY, or students with other special needs. Our racial and ethnic, special education, and English Learner balance is consistent with LAUSD’s average.

2024-25 Demographics - MSA-4



Source: 2024-25 DataQuest Enrollment Report

As detailed in Element 7, below, we engage in outreach each year in the surrounding community during our open enrollment period to inform families around the school about our program, including students with special needs and who are “hard to serve” – MSA-4 welcomes these students and is designed to meet their needs.

MSA-4’s fiscal position is strong, with a current ending fund balance of \$1,159,465, which represents 42% of total expenditures for the 2025-26 fiscal year. Likewise, our governance is stable and strong. All of our Board members have served for two or more years and all Board members participate in comprehensive annual training facilitated by Young, Minney, & Corr on the Brown Act, ethics (AB 2158), conflicts of interest, legal updates, fiscal oversight and other legal topics applicable to Charter Schools.

MSA-4 meets all of the requirements of LAUSD’s Criteria 3.

REVIEW OF BENCHMARKS

In its vote to renew MSA-4’s charter on November 7th, 2027, the LAUSD Board of Education established the following benchmarks for the current charter term:²²

²² Quotations below drawn from Los Angeles Unified School District Charter School Division **Annual Performance-Based Oversight Visit Report 2024-25 School Year** for Magnolia Science Academy 4 (“LAUSD 2024-25 Performance-Based Oversight Visit Report”)

Academic Benchmarks:

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

(LAUSD 2024-25 Performance-Based Oversight Visit Report, p. 15)

Fiscal Operations Benchmarks:²³

1. “MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4’s charter or by the end of fiscal year 2022-2023, as to its progress in improving the school’s fiscal management and operations as mentioned in the fiscal benchmark 5 above.”

(LAUSD 2024-25 Performance-Based Oversight Visit Report, p. 41)

BENCHMARKS: STATUS AND PROGRESSAcademic Benchmarks:

1. As indicated in the LAUSD 2024-25 Performance-Based Oversight Visit Report, MSA-4’s status for the ELA benchmark was “Not Met.”

Importantly, 2024 Dashboard performance was not considered in this assessment because neither of the Charter School’s two statistically significant student groups, Hispanic and Socioeconomically Disadvantaged (SED), had a Dashboard Performance Color in 2024. Hence, Performance Level growth could not be assessed. Despite this fact, it is worth noting that both groups outperformed their counterparts in both LAUSD and the State on the Dashboard ELA metric: Hispanic students scored 3.2 points above standard compared to LAUSD’s -38.9 and the State’s -39.3, and SED students scored 1.8 points below standard compared to LAUSD’s -40.2 and the State’s -40.9. Furthermore, both student groups’ performance improved significantly in 2024, with increases of 19 and 13.7 points respectively.²⁴

In lieu of Dashboard Performance Colors, the status for this benchmark was determined only through comparison with the Resident School Median (RSM) for the SBAC ELA test for those

²³ At the time of renewal, LAUSD included a total of six Fiscal Operations benchmarks, with the first five based on shorter-term targets. The Fiscal Operations benchmark cited herein is the only one addressed in the LAUSD 2024-25 Annual Performance-Based Oversight Visit Report document.

²⁴ <https://www.caschooldashboard.org/>

student groups. MSA-4’s Hispanic students scored 3.2 points above the standard, slightly higher than the RSM of 1.7 above standard. MSA-4’s Socioeconomically Disadvantaged students scored 1.8 points below the standard, slightly lower than the RSM of 1.2 above standard.²⁵ Though the Charter School did not exceed the RSM for both student groups, both were quite close, indicating that their 2024 performance was essentially on par with that of other schools in the area.

2. As indicated in the LAUSD 2024-25 Performance-Based Oversight Visit Report, MSA-4’s status for the Math benchmark was “Met.”

As with the ELA benchmark, neither of the Charter School’s two statistically significant student groups had Performance Colors in 2024, and thus performance level growth could not be assessed.

Both student groups outperformed the RSM for the SBAC Math test: Hispanic students scored 90.8 below standard, higher the RSM of 110.2 below standard, and SED students scored 97.9 points below standard, higher than the RSM of 111.1 below standard.²⁵ As with ELA, MSA-4’s performance is in line with—and in the case of Math, slightly higher than—that of local schools.

Fiscal Operations Benchmarks:

1. As indicated in the LAUSD 2024-25 Performance-Based Oversight Visit Report, “MSA 4 has complied with the benchmark cited above.”²⁵

As demonstrated throughout the preceding pages and thorough data analysis, MSA-4 presents a sound educational program for our students with strong outcomes in academic achievement and other metrics, and we have achieved measurable increases in academic achievement year over year. Our team is well-qualified with strong capacity to continue implementing the program. We look forward to continuing our partnership with LAUSD for another five-year charter term.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

MSA-4 serves students in grades 6-12, and mainly draws enrollment from Venice, CA and neighboring communities. The 2020 U.S. Census counted 27,553 residents in zip code 90064, with a demographic breakdown of 15.8% Hispanic, 59.9% Caucasian, 17.9% Asian; 2.8% African American, and 6.4% “some other race.” The median yearly household income according to the 2023 American Community Survey 5-Year Estimate is \$129,703, and 31.8% of the population speak a language other than English at home.²⁶ MSA-4’s current enrollment thus serves more Hispanic/Latino and African American students (85.6% and 6.1% respectively) than the immediate surrounding community.

Educational Interests, Backgrounds, and Challenges

²⁵ Los Angeles Unified School District Charter School Division **Annual Performance-Based Oversight Visit Report 2024-25 School Year** for Magnolia Science Academy 4 (“LAUSD 2024-25 Performance-Based Oversight Visit Report”)

²⁶ United States Census Bureau. ZCTA5 90064. Accessed June 3, 2025 from https://data.census.gov/profile/ZCTA5_90064?g=860XX00US90064

Current research indicates that English language learners, students with disabilities, and socioeconomically disadvantaged students are the most rapidly growing student groups in California, specifically in charter schools, yet are among the lowest in educational attainment.²⁷ One in five children or adolescents in the U.S. are of Hispanic origin and are intensifying their impact on educational and work settings.²⁸ Minority students from low socioeconomic status backgrounds and first-generation American students are the least likely to be prepared for, enroll, and persist past their first year in a university.²⁹

While Title I federal legislation and increased monetary support has allowed significant student groups to improve their academic proficiency, English language learners, students with disabilities, and low income students continue to lag behind other major student groups, more specifically Caucasian and Asian Americans.³⁰

The disconnect between these student groups' academic achievement, size of population, and disproportionate under-representation in higher education can be attributed to a variety of factors including lack of parental involvement, not understanding the educational system and its requirements, school barriers, and racial perceptions.³¹

The charter school movement evolved as an effort to counter consistently failing schools; to create a marketplace within the school system where parents could choose where their children could attend school.³² In particular, charter schools developed to implement innovative teaching strategies in an environment free of some of the bureaucracy found in larger school districts.³³ As lack of access to a quality education and preparedness to college continues to be a pervasive issue, a growing number of

²⁷ Gandara, P. (2013). Making education work for Latinas in the U.S. Accessed June 3, 2025 from <http://civilrightsproject.ucla.edu/research/college-access/underrepresented-students/making-education-work-for-latinas-in-the-u.s/gandara-longoria-report-2014.pdf>

²⁸ Pino, N. W.; Martinez-Ramos, G. P.; & W. William L. Smith. (2012). "Latinos, the Academic Ethic, and the Transition to College." *Journal of Latinos and Education*, 11 (1): 17-31: Taylor & Francis (Routledge).

²⁹ Garcia, V. (2010). First-generation college students: How co-curricular involvement can assist with success. *The Vermont Connection*, 31: 46–52.

³⁰ Romo, H., & Salas, J. (2003). Successful transitions of Latino students from high school to college. *Latinos in Higher Education*, 3: 107-130.

³¹ Conchas, G. Q. (2001). Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review*, 71(3), 475–504.

Conchas, G. Q. (2006). *The color of success: Race and high-achieving urban youth*. Teachers College Press: New York, NY.

Conchas, G. Q. and Goyette, K. A. (2001). "The Race is Not Even: Minority Education in a Post-Affirmative Action Era." *Harvard Journal of Hispanic Policy*.

Fry, R. (2002). Latinos in Higher Education: Many Enroll, Too Few Graduate. Pew Hispanic Center.

MacDonald, V. (2004). *Latino Education in the United States: A Narrated History From 1513–2000*. Palgrave Macmillan: New York, NY.

³² Knaak, W. C., & Knaak, J. T. (2013). Charter schools: Educational reform or failed initiative? *Delta Kappa Gamma Bulletin*. 79(4), 45–53.

³³ National Alliance for Public Charter Schools. What is a Charter School? Accessed July 17, 2024 from <https://publiccharters.org/what-is-a-charter-school/>.

educational leaders has begun to develop theme-based charter schools and alternative approaches to educating students.

For more than twenty years, Magnolia Public Schools have provided a STEM, and now STEAM, focused education to address the needs of underrepresented communities. Our success is demonstrated below: ALL STUDENTS have access to high quality and effective STEAM based Common Core State Standards (“CCSS”), History-Social Science Framework, Next Generation Science Standards (“NGSS”), English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”) aligned instruction. ALL STUDENTS have also access to elective and enrichment programs that support their learning and development.

GOALS AND PHILOSOPHY

MISSION

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

VISION

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with *creative thinking*, *effective communication*, and the *rigor of science*.

Our overarching objective at Magnolia Public Schools is to create a vibrant and mutually beneficial partnership between school and community that supports our students’ academic and personal success.

MPS has identified the following core values, which are reinforced throughout the curriculum, Student Learning Outcomes (“SLO”), and all school activities:

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

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

Connection

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

SCHOOLWIDE LEARNER GOALS ("SLG")

The Schoolwide Learner Goals are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-4. Our schoolwide SLGs are embedded in our curriculum as well as our instructional practice, core values, and daily culture at the Charter School.

SCHOOLWIDE LEARNER GOALS	
COMPETENCY	MSA-4 graduates will be:
LITERACY WITH A LEARNER'S MINDSET	<ul style="list-style-type: none"> Develop and implement literacy skills that impact all content areas so that they can be well-rounded individuals within society. Meaningfully engage in learning activities by knowing their readiness levels, interests, backgrounds, and making informed decisions about their learning pathways. Students take ownership of their learning by creating long and short-term academic goals and reflecting on them throughout the school year.
CRITICAL THINKING	<ul style="list-style-type: none"> Apply, analyze, identify, synthesize and evaluate information and experiences and connect the skills and content learned across the curriculum. Are inspired to be lifelong readers and critical thinkers. Are able to take a variety of sources and viewpoints, evaluate them critically, and make judgments that reflect an understanding of the possible consequences of those decisions.
CREATIVITY	<ul style="list-style-type: none"> Apply innovative skills and practices which connect to their learning experiences. Have opportunities for multiple methods of the expression of ideas in a project (ex. writing, drawing, creating video, slide presentations, memes). Incorporate new and meaningful ideas and methods through cross-curricular STEAM activities.
EFFECTIVE COMMUNICATION	<ul style="list-style-type: none"> Demonstrate effective oral and written communication skills, using the expected academic language for the purpose, audience, and setting. Develop listening skills and exhibit empathy through awareness, sensitivity, concern, and respect for self and others' feelings, opinions, experiences, and cultures.

SCHOOLWIDE LEARNER GOALS	
	<ul style="list-style-type: none"> Use technology effectively and respectfully to access, organize, research, and present information to become proficient communicators.
ADAPTABILITY	<ul style="list-style-type: none"> Develop self-awareness and self-advocacy skills and maintain physical, mental, social, and emotional well-being to guide in their pursuit towards a college degree and career choices. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. Respond productively to feedback, praise, setbacks, and criticism. Demonstrate consideration of others' ideas by keeping an open mind, questioning ideas, and demonstrating flexible thinking.
GLOBAL CITIZENSHIP	<ul style="list-style-type: none"> Contribute to the improvement of life in their school and local community by demonstrating leadership skills and participating in community-based projects. Understand and reflect on connections between their local community and the broader world, through both current events and historical context. Are internationally-minded individuals who recognize and value other perspectives and cultures.

AN EDUCATED PERSON IN THE 21ST CENTURY

The world in which we live and learn today has a unique set of advantages and challenges that have not been seen in human history. The pace of technological development means that we do not truly know what jobs will look like 20 years from now, when today's youth will just be starting their careers. Our goal is thus to prepare students to adeptly utilize those advantages and confront these challenges with tenacity and courage. We believe that all students have social capital and can imagine successful futures by utilizing their highest potential. We believe that engaging underrepresented communities through a college-preparatory, "whole child" supportive school community with an emphasis on STEAM education will transform our society and prepare our students to lead in the 21st century, not only as career seekers but also as career creators.

We focus at Magnolia on a STEAM-themed educational program, a priority for our original founders who were scientists and engineers and tech experts. The need for STEAM education in the United States, particularly among historically underrepresented and low-income communities, is well supported by research and evidence. The National Science Foundation ("NSF") biennial report, *Science and Engineering Indicators 2022*, emphasizes the need for STEM education³⁴ to prepare the nation's workforce for the rapidly changing technological landscape. The report highlights the

³⁴ A note on "STEAM" vs. STEM": The MSA-4 founders believe that if we are teaching STEM, we are also inherently teaching the arts. STEM education is not just a focus on four academic subjects. STEM is the blending and recognition that there is a lack of boundaries between science, technology, engineering and math. The art aspect of STEM education often manifests in discovering and explaining the interconnections between subjects, the design of research activities, and/or presentation of study findings. The research we present here relates to both STEM and STEAM.

underrepresentation of minorities, including African Americans, Hispanics, and Native Americans in STEM fields, and the importance of increasing access to quality STEM education for these communities. The NSF reveals that in order to achieve equitable demographic representation in the STEM workforce by 2030 – just eight years from the date of the report -- the number of women in STEM jobs would need to double, African Americans would need to more than double, and Hispanics would need to triple.³⁵ This underscores the urgent need for increased participation of women, African Americans and Hispanics in STEAM fields to ensure a more diverse and inclusive workforce that reflects our national demographics.³⁶

American Association of University Women’s research, *Why So Few? Women in Science, Technology, Engineering, and Mathematics*, highlights the underrepresentation of women in STEM fields and identifies barriers that hinder their participation, including bias and stereotypes. It emphasizes the importance of early and sustained STEM education, particularly for girls and women from minority and low-income backgrounds, to promote gender equity in STEM fields.³⁷

This research provides evidence-based support for STEM/STEAM education in the U.S., with a particular focus on addressing disparities among minorities and low-income communities. We believe that by starting in early grades and consistently engaging students in STEAM-based learning meaningfully and in developmentally appropriate ways at each grade of their learning, they will both become more motivated to deepen this learning, and more confident in their own abilities to succeed in these fields. By promoting diversity, equity, and inclusion in STEAM fields, we can ensure that all students have equal opportunities to succeed in the increasingly tech-driven world, and apply their diverse, unique perspectives to the STEAM research and products they ultimately build. Therefore, MPS schools are intentionally located in underserved communities to serve student groups that would benefit most from high-quality STEAM education.

ANCHOR CORE VALUES AND COMPETENCIES

Beyond our mission and vision, MPS has long identified **Excellence**, **Innovation**, and **Connection** as our anchor core values, which permeate all school activities. More recently, our Board of Directors adopted the **Magnolia Graduate Profile**, developed through a comprehensive design process that engaged a variety of different MPS stakeholders in focused conversations about the knowledge, skills, mindsets, and literacies essential for success in college and 21st century careers, aligned to our anchor core values. The Portrait defines six competencies: ● Literacy with a Learner’s Mindset ● Critical Thinking ● Creativity ● Effective Communication ● Adaptability ● Global Citizenship, all defined below.

³⁵ National Science Board, National Science Foundation. 2022. Science and Engineering Indicators 2022: The State of U.S. Science and Engineering.

³⁶ U.S. Department of Education. (2016). STEM 2026: A Vision for Innovation in STEM Education. Accessed June 3, 2025 from https://oese.ed.gov/files/2016/09/AIR-STEM2026_Report_2016.pdf. Similarly, the U.S. Department of Education’s strategic plan for STEM education, *STEM 2026: A Vision for Innovation in STEM Education*, identifies key priorities, including increasing diversity, equity, and inclusion in STEM fields. The plan recognizes that minority and low-income students face systemic barriers to accessing high-quality STEM education and calls for efforts to address these disparities.

³⁷ Hill, Catherine & Corbett, Christianne & Rose, Andresse. (2010). *Why So Few? Women in Science, Technology, Engineering, and Mathematics*. American Association of University Women.



EXCELLENCE

Magnolia students exhibit the desire to pursue knowledge and greatness and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based, “real-world” learning using a constructivist/project-based approach, Culturally and Linguistically Responsive Teaching, blended learning and tech-fluency development through integrated technology across subjects, student portfolios that are personalized to their paths and interests, individualized scheduling models, assessments of and for learning academic discourse, and opportunities for acceleration including dual enrollment college courses in high school. All of this prepares students for 21st century demands.³⁸ As they grow and develop, students learn where and how to access the needed information and supports to advance their academic pursuits and societal contributions. Students demonstrate their mastery and excellence in their learning outcomes based on the MPS core competencies, with a specific focus on:

Literacy with a Learner’s Mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner’s mindset to make informed decisions. Students overcome challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn. Students achieve Excellence in the classroom and society as a result of both their mastery of content knowledge and skills across academic subjects, and an ingrained perspective that there is no ceiling to what can be learned – and that knowledge itself can be mutable as people continue to iteratively research and discover how the world works.³⁹

³⁸ Myeong-Hee, S. (2018). Effects of Project-based Learning on Students’ Motivation and Self-efficacy. *English Teaching*, 73(1), Spring 2018.

³⁹ Zhang, J., Kuusisto, E., and Tirri, K. (2017). How Teachers’ and Students’ Mindsets in Learning Have Been Studied: Research Findings on Mindset and Academic Achievement. *Psychology*, 8(9), July 2017.

Critical Thinking is demonstrated by Magnolia students as they problem-solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and then by implementing and reflecting critically on a solution. Students achieve our core value of Excellence by distilling problems to their root causes using multiple sources and perspectives, designing solutions that align to said root causes and by adequately address them, all while considering the cost-benefit impact of potential remedies based on community input.⁴⁰ To develop excellence in research, project artifacts, and presentations, students also learn to apply the essential skill of discernment for the reliability, validity, quality, and value of sources and content.⁴¹

INNOVATION

Students have the freedom to choose how and what they learn and to demonstrate their skills as a public display of excellence. Individualized scheduling, including A-G planning, is provided each year in high school grades, early identification of learning styles, personalities, interests, and college/career plans support students' matriculation and college and career readiness. This includes student participation in the planning of their educational experience, enrichment and acceleration programs, engagement in STEAM program choice options, individualized and blended (tech-based) learning programs, differentiated educational experiences, extended learning options, electives, contests and competitions, clubs, teams, and adaptive assessments.

Creativity for Magnolia students is to have the freedom within our innovative model to demonstrate originality, imagination, and new ways of thinking critically and independently. Students transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations. Through STEAM-themed interdisciplinary learning, local and national academic and STEAM competitions, mentoring, STEAM clubs, college and career instructional field trips, students are motivated to pursue 21st century careers. Innovation occurs through empowered student voice and choice in what they learn, adapted teaching based on student interests and personal assets, and freedom and variety in how mastery of content knowledge and skills is demonstrated.⁴²

Adaptability for Magnolia students is to demonstrate flexibility when acclimating to various roles and situations. Students work effectively in a local, national and global climate of ambiguity and changing priorities, demonstrating agility in thought and action. They understand, negotiate, and balance diverse views and beliefs to reach workable solutions, responding productively to feedback, praise, setbacks, and criticism. MPS' educators continuously adapt to student data, differentiating learning. Magnolia students understand that fluidity is necessary to be responsive to an unpredictable and dynamic world, as well as diverse sources of input and feedback.⁴³

⁴⁰ Spradin, D. (2012, September). Are You Solving the Right Problem? *Harvard Business Review*.

⁴¹ Machete, P., & Turpin, M. (2020). The Use of Critical Thinking to Identify Fake News: A Systematic Literature Review. *Responsible Design, Implementation and Use of Information and Communication Technology*.

⁴² Bernard, R. M. et al. (2019). Twenty-First Century Adaptive Teaching and Individualized Learning Operationalized as Specific Blends of Student-Centered Instructional Events: A Systematic Review and Meta-Analysis. *Campbell Systematic Reviews*, 15(1-2), June 2019.

⁴³ Brassey, J. et al. (2021). *Future proof: Solving the "adaptability paradox" for the long term*. McKinsey & Company. Accessed June 16, 2025 from <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/future-proof-solving-the-adaptability-paradox-for-the-long-term>.

CONNECTION

Magnolia school communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, and promote unity and better decision-making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride.⁴⁴ MPS utilizes home visits, stakeholder surveys, field trips, life skills classes, and coaching to support our overall community-based goals. We implement a “community schools” approach and work with community partners to establish mentoring relationships and other social capital to support our students’ development of personal and academic networks for long-term resilience and connection.

Effective Communication for Magnolia students is to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts, for a range of purposes and audiences. Students demonstrate empathy through awareness, sensitivity, concern, and respect for others’ feelings, opinions, experiences, and culture. Students also create true, authentic Connection by listening fully to others’ perspectives and experiences, accurately reflecting back input, and expressing themselves clearly and accurately.⁴⁵

Global Citizenship for Magnolia students is to contribute to making the world a better place. Students strive to understand the world and its complexities, value and embrace diverse cultures and unique perspectives through mutual respect and open dialog, cultivate compassion, and take action in building more peaceful and inclusive environments. Students develop the social and emotional skills needed to compete in a global society, including having a growth mindset, being resilient, reflective, and demonstrating grit, self-respect and good character. These traits are crucial not only for enrolling in and completing college, but also for developing and contributing their original ideas in a work place environment.⁴⁶ Underlying the effective exercise of the Global Citizenship competency is Connection – specifically, an orientation towards understanding the diverse cultures of the world, acknowledging the effort to understand others as an asset, and recognizing the interconnectedness of human beings – in particular, the global repercussions of our actions regardless of geographic boundaries.⁴⁷

These values and competencies overlap and are integrated across the school, in every grade level and every classroom, providing consistent messaging to our students and entire school community about what we value and what we are working towards. Together, these values and competencies shape Magnolia’s definition of what it means to be an educated person in the 21st century and “orient actions” among all stakeholders, helping form a shared sense of purpose and connection across the school and

⁴⁴ Sullivan G. B. (Ed.) (2014). *Understanding Collective Pride and Group Identity: New directions in emotion theory, research and practice*. Routledge.

⁴⁵ Sutton, J. (2016). *Active Listening: The Art of Empathetic Conversation*. Positive Psychology. Accessed June 16, 2025 from <https://positivepsychology.com/active-listening/>.

⁴⁶ Baldwin, A. (2020). *College Success*. OpenStax: Houston, Texas.

⁴⁷ Akkari, A., & Maleq, K. (2020). *Global Citizenship Education: Recognizing Diversity in a Global World*. Springer.

organization.⁴⁸ Studies have also revealed that students who maintain a solid sense of values and ethics are more likely to exhibit positive behaviors and attitudes.⁴⁹ And at the educator level, research shows that clarifying and deliberately practicing core values is an essential way for teachers to build resilience.⁵⁰

HOW LEARNING BEST OCCURS

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

The MPS program prepares students for success in their next stage of schooling. At MSA-4, the focus is on the transition into middle school, and on to high school, and then on to college, and ultimately into meaningful careers. By providing an inquiry-based, hands-on instructional approach the MPS program not only teaches students to “learn to learn,” but also prepares them for success in the pursuit of future STEAM careers and interests.⁵¹

EXCELLENCE

Research and experience show us that learning best occurs when students are engaged and actively involved in the learning experience, have multiple opportunities to make interpersonal connections with the world, and relate their experiences to what they are learning in school.⁵² As students explore topics in a variety of ways and through various sources, they learn to relate what they are learning to their own lives. When students view their learning as having **personal relevance**, they put more effort into their schoolwork and achievement.⁵³

The educators on our team provide the foundation of authentic and equitable learning. MPS understands that students learn best when they have multiple opportunities to collaboratively draw and share past knowledge, eventually developing conceptual understanding in **constructivist settings**. Jean

⁴⁸ Lankau, M. J., Ward, A., Amason, A., Ng, T., Agle, B. R., & Sonnenfeld, J. A. (2007). Examining the impact of organizational value dissimilarity in top management teams. *Journal of Managerial Issues*, 19(1), 11-34.

⁴⁹ Berkowitz, M. W. (2012). Moral and character education. In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA educational psychology handbook, Vol. 2. Individual differences and cultural and contextual factors* (pp. 247–264). American Psychological Association

⁵⁰ Patterson, J. L., Kelleher, P. (2005). *Resilient school leaders: Strategies for turning adversity into achievement*. ACSD.

⁵¹ Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning (Book excerpt). San Rafael, CA: George Lucas Educational Foundation.

⁵² Alba, C.; Fraumeni, B. R. (2019). Student Engagement: Evidence-based strategies to boost academic and social-emotional results. McREL International.

Zandvliet, D.; den Brok, P.; Mainhard, T.; & van Tartwijk, J. (Eds.) (2014.) *Interpersonal Relationships in Education: From Theory to Practice*. Sense Publishers.

Hattan, C., Singer, L. M., Loughlin, S., & Alexander, P. A. (2015). Prior Knowledge Activation in Design and in Practice. *Literacy Research: Theory, Method, and Practice*, 64(1), 478-497.

⁵³ Arlette Willis, Reading the World of School Literacy: Contextualizing the Experience of a Young African American Male. 1995. Shernoff and Csikszentmihalyi, *Cultivating engaged learners and optimal learning environments*. 2009

Piaget famously defined different stages of cognitive development and described how children “construct” meaning (what we today call “constructivist” theory or “constructivism”) and the mental models, or schemas, they use to “make sense of things.”⁵⁴ Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”⁵⁵ Active learning can take on many forms, but the common thread is that students are not simply sitting listening to a teacher lecture. Instead, true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again and demonstrate their knowledge.⁵⁶

MPS’ rigorous standards-based educational program uses inquiry- and project-based activities to help students acquire core academic knowledge, problem-solving skills, and critical thinking skills.⁵⁷ The benefits of **inquiry-based learning** are abundant, including that it: (1) reinforces previously taught curricular content, (2) primes the brain for learning, (3) promotes a deeper understanding of the subject, (4) induces learning as rewarding, (5) fosters initiative and autonomy, (6) works across subjects, and (7) allows visibility into opportunities for differentiated instruction.⁵⁸

Inquiry-based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations.⁵⁹ Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age. Bryn Mawr science professor, Wilfred Franklin, describes it best, “Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information Inquiry based curriculum has been shown to develop independent and **critical thinking skills**, positive attitudes and curiosity toward science and increased achievement in biological content.”⁶⁰

⁵⁴ verywellmind. [The 4 Stages of Cognitive Development: Background and Key Concepts of Piaget’s Theory.] Accessed on June 4, 2025. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>. Christensen, C. M., Horn, M. B., & Johnson, C. W. (2011). [Disrupting class: How disruptive innovation will change the way the world learns.] (Vol. 1). New York: McGraw-Hill.

⁵⁵National Drop Out Prevention Center. [Active Learning.] www.learning-theories.com/constructivism.html Accessed on June 4, 2025. <http://dropoutprevention.org/effective-strategies/active-learning/>.

⁵⁶Freire, P. (1972). [Pedagogy of the Oppressed.] (Trans. Myra Bergman Ramos.) New York: Herder.

⁵⁷ Sahin, A. (2013). STEM Project-Based Learning. In: Capraro, R.M., Capraro, M.M., Morgan, J.R. (Eds.) *STEM Project-Based Learning*. SensePublishers

⁵⁸ Guido, M. (2017). Inquiry-Based Learning Definition, Benefits & Strategies. Accessed June 4, 2025 from <https://www.prodigygame.com/main-en/blog/inquiry-based-learning-definition-benefits-strategies>

⁵⁹ Pedaste, M.; Mäeots, M.; Siiman, L. A.; de Jong, T.; van Riesen, S. A. N.; Kamp, E. T.; Manoli, C. C.; Zacharia, C. Z.; Tsourlidaki, E. (2015). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*: 14.

⁶⁰ Franklin, W. A. *Inquiry Based Approaches to Science Education: Theory and Practice*.

Hall D. A., McCurdy D. W. (1990). A comparison of a biological sciences curriculum study (BSCS) laboratory and a traditional laboratory on student achievement at two private liberal arts colleges. *Journal of Research in Science Teaching*, 27, 625-636

Kyle W. C. Jr., Bonnstetter R. J., Gadsden T. Jr. (1988). An implementation study: An analysis of elementary students’ and teachers’ attitudes toward science in process-approach vs. traditional science class. *Journal of Research in Science Teaching*, 25, 103-120.

Kyle, William & Shymansky, Jim & Alport, J. (1982). The alphabet soup science curricula of the sixties: How effective were they? *The Science Teacher*, 99.

We believe student **output must have depth and value** in order to foster a sense of pride and accomplishment.⁶¹ Jerome Bruner posits that learning is an active process in which the learner uses existing schema to make meaning of new information and experiences, a process called **scaffolding**.⁶² MPS teachers assume the role of facilitators of meaningful learning experiences rather than transmitters of knowledge. Students build on their existing knowledge as guided experiences to help them discover and develop the underlying ideas and concepts. This process not only deepens students' knowledge, this also sparks and stimulates their curiosity and passion for learning. Research shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts.⁶³

We also believe learning best occurs through **project-based learning**. Research on the effectiveness and benefits of project-based learning is expansive. The pedagogy is recognized to significantly improve student performance outcomes, including academic achievement, engagement and motivation, and advanced thinking practices.⁶⁴ Through project-based learning and interdisciplinary instruction, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.⁶⁵ Project-based learning also enhances student motivation to focus on a task that they have inherent interest in given that the topic and/or approach to solving a problem is often their choice.⁶⁶ The approach also often empowers students with the autonomy to design and execute on projects, practice group leadership, and exercise project ownership and responsibility.⁶⁷

We have designed our curriculum to be relevant to our student demographic, while allowing students to explore and connect to the richness and diversity of the broader world. In other words, MPS implements **culturally and linguistically responsive teaching**, defined as "using the cultural knowledge, prior experiences, frames of references, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them."⁶⁸ Enduring understanding occurs when content instruction includes cultural learning, tied to students' lived experiences outside of school.⁶⁹ As a result, students also learn about cultural commonalities and differences, including how others distinctly think and apply a field of knowledge – further establishing students' foundation in college and

Shymansky, J.A. (1984). BSCS programs: just how effective were they? *The American Biology Teacher* (46)54-57.

⁶¹ Berger, R.; Rugen, L.; & Woodfin, L. (2014). *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment*. Jossey-Bass.

⁶² Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychiatry and Psychology*, 17;2: 89-100.

⁶³ Rushton, S., Eitelgeorge, J., Zickafoose, R. (2003). Connecting Brian Cambourne's Conditions of Learning to Brain/Mind Principles: Implications for Early Childhood Educators. *Early Childhood Education Journal*, 31;1: 11-21.

⁶⁴ Zhang, L. & Ma, Y. (2023). A study of the impact of project-based learning on student learning effects: a meta-analysis study. *Frontiers in Psychology*, 14.

⁶⁵ Sill, D. J. (2001). [Integrative Thinking, Synthesis, and Creativity in Interdisciplinary Studies.] *The Journal of General Education*, 50(4), 288-311.

⁶⁶ Kagan, S. (1995). *We Can Talk: Cooperative Learning in the Elementary ESL Classroom*. ERIC Clearinghouse on Languages and Linguistics.

⁶⁷ Evensen, D. H., & Hmelo, C. E. (Eds.). (2000). *Problem-based learning: A research perspective on learning interactions*. Lawrence Erlbaum Associates Publishers.

⁶⁸ Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

⁶⁹ Hurley, J. (2000). [The Foundations of Dual Language Instruction.]

career readiness.⁷⁰ In ELA, for example, teachers select texts that reflect a range of cultural backgrounds. Through exposure to varied cultural influences, students have a greater likelihood of connecting with the text and constructing knowledge. We seek to engage students' natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries.⁷¹

Based on research and experience, the founders of MPS uphold that learning best occurs when effectively integrating technology into teaching and learning. At MPS this takes the form of **blended learning**, with students at every grade level using a variety of adaptive online learning platforms to engage in customized skills practice and core content mastery, while providing real-time data for teachers about each student's proficiency and progress. According to studies, benefits of blended learning abound, including the option for students to learn at a pace and with curriculum that is personalized (including opportunities for acceleration and advanced learning), the opportunity to reinforce instruction, continuous student and faculty access to course content and systems, wide variety in online programs, and the reduction of classroom management disturbances.⁷² One summary of research on the topic concludes that the "students like learning with computers and their attitudes toward learning and school are positively affected by computer use" and that "students learn more quickly and with greater retention when learning with the aid of computers."⁷³ Technology use also seems most effective for otherwise low achieving and at-risk students.⁷⁴

MPS offers a **comprehensive college and career-prep program**, starting in elementary school with college visits and workshops for parents about college preparatory and planning. Alumni mentors who have graduated from college return to campus and speak with our students about their experiences, and we ensure each student has a **personalized graduation plan** that includes their plans following high school. Magnolia focuses on college preparatory via **dual enrollment**, including adopting an "early college" model at some of our schools and beginning work on developing Career Technical Education ("CTE") pathways. These initiatives – including dual enrollment programs in partnership with area community colleges – offer all students a viable, approachable option to earn a significant amount of college transfer credits, potentially towards a postsecondary diploma or CTE certification. A meta study of dual enrollment research reveals positive student impact on college degree attainment, matriculation and enrollment, credit accrual, high school graduation, and boosts to academic achievement in high school.⁷⁵

INNOVATION

Since the inception of MPS throughout California, our educators have prioritized STEAM-themed learning. Evidence suggests that since the United States adopted the CCSS, which focuses on math and

⁷⁰ Mensah, F. M. (2021). Culturally Relevant and Culturally Responsive: Two Theories of Practice for Science Teaching. *Science and Children*, 58(4). Accessed June 4, 2025 from <https://www.nsta.org/science-and-children/science-and-children-marchapril-2021/culturally-relevant-and-culturally>

⁷¹Freire, P. (1972). [Pedagogy of the Oppressed.] (Trans. Myra Bergman Ramos.) New York: Herder.

⁷² Shand, Kristen & Farrelly, Susan. (2018). The Art of Blending: Benefits and Challenges of a Blended Course for Pre-Service Teachers. *Journal of Educators Online*, 15.

⁷³ Noeth, R. J., & Volkov, B. B. (2004). [Evaluating the Effectiveness of Technology in Our Schools.] ACT Policy Report. American College Testing ACT Inc.

⁷⁴ Ibid.

⁷⁵ U.S Department of Education: Institute of Education Sciences. (2017). What Works Clearinghouse Intervention Report: A summary of findings from a systematic review of the evidence: Dual Enrollment Programs. Accessed June 4, 2025 from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

English, this has had a negative effect on student achievement data in other subjects – namely, science and social studies. The negative data is most pronounced among historically high-need students.⁷⁶

We believe that students value and learn science – and learn across different subjects – best when:

- A variety of presentation modes are used to accommodate different learning styles.⁷⁷
- Students are given opportunities to interact and share ideas with their peers.⁷⁸
- The scientific contributions of individuals from all ethnic origins are recognized and valued.⁷⁹
- Other subject areas are infused into science.⁸⁰
- Inquiry skills and positive attitudes are modeled by the teacher and others involved in the education process.⁸¹

Our inquiry-based teaching strategies align naturally to STEAM-based learning in all grades, and are often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations.

While Magnolia initially was founded as a STEM-themed school, we soon realized the critical importance of the Arts in engaging and motivating students, offering creative and different ways of expressing learning, and allowing critical means of self-expression for our underserved students. “[Arts integration has been shown by several rigorous studies to increase student engagement and achievement among youth from both low and high socioeconomic backgrounds.”⁸² At all our grade levels, all students will have access to visual and performing arts instruction, activities and public demonstrations of their work products.

At all our grade levels, we work to improve students’ academic skills, especially those who are performing below grade level, by providing a comprehensive **Multi-Tiered System of Supports** (“MTSS”) model, described fully later in this petition. Research on the MTSS model has shown: statistically significant associations to fewer suspension and student discipline referrals;⁸³ faculty reports of more

⁷⁶ Arold, B. W. and Shakeel M. D. (2021). The Unintended Effects of the Common Core State Subjects on Non-Targeted Subjects.

⁷⁷ Yeo, J., & Nielsen, W. (2020). Multimodal science teaching and learning. *Learning: Research and Practice*, 6(1), 1–4.

⁷⁸ Tullis, J.G., & Goldstone, R.L. (2020). Why does peer instruction benefit student learning? *Cognitive Research: Principles and Implications*, 5(15).

⁷⁹ University of California Museum of Paleontology, Berkeley. (2013). The scientific community: Diversity makes the difference. Accessed June 4, 2025 from <https://undsci.berkeley.edu/understanding-science-101/the-social-side-of-science-a-human-and-community-endeavor/the-scientific-community-diversity-makes-the-difference/>.

⁸⁰ Lois K., & Stead, D. (Eds.) (2024). *Enhancing Primary Science: Developing Effective Cross-Curricular Links*. McGraw-Hill Education.

Byrne, E., & Brodie, M. (2012). *Cross Curricular Teaching and Learning in the Secondary School... Science* (1st ed.). Routledge: London, UK.

⁸¹ Ergül, R., Şimşekli, Y., Çaliş, S., Özdilek, Z., Göçmençelebi, Ş., & Şanlı, M. (2011). The Effects of Inquiry-based Science Teaching on Elementary School Students’ Science Process Skills and Science Attitudes. *Bulgarian Journal of Science & Education Policy*, 5(1).

⁸² Catterall, J. S. (2012). *[The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies.]* Research Report# 55. National Endowment for the Arts.

⁸³ Scott, T. M., Gage, N. A., Hirn, R. G., Lingo, A. S., & Burt, J. (2019). An examination of the association between MTSS implementation fidelity measures and student outcomes. *Preventing School Failure*, 63(4), 308–316 (2019)
Elfner Childs, K., Kincaid, D., & Peshak George, H. (2010). A Model for Statewide Evaluation

students scoring at benchmark or proficient on state assessments;⁸⁴ and educator-reported improvements in social and emotional behavior, and fewer referrals for special education.⁸⁵ MSA-4 offers comprehensive tutoring and intervention programs during, before and after-school. EL students receive both designated and integrated EL instruction daily, and SWD receive both pull-out and push-in services. We will empower each of our students to become self-motivated, competent, and lifelong learners by meeting them where they are, and helping them grow.

Because one's personal needs are intrinsically motivating, we begin the learning process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication throughout their progression at MPS, in developmentally appropriate ways. This helps guide our educators in developing their curriculum so that it is personalized and aligned to meet students at their level. Research demonstrates that **personalized learning plans** support students to learn the relevance and applicability of mastering academic skills and content – increasing motivation and laying the grounding for effective college and career readiness.⁸⁶

In MPS' student-centered approach, a single classroom inevitably will have students at myriad levels with varying needs. Teachers must then work to **differentiate learning** for each student, ensuring that that the student who is reading below grade level, the English Learner, the gifted student and the student who needs more processing time each are given equal access to the curriculum and the opportunity to demonstrate their mastery of the content. In our intensively **data-driven** program, MPS carefully collects and disaggregates data in order to consistently and continuously monitor and measure student mastery of grade-level content standards and growth, as well as provide immediate feedback to improve learning.⁸⁷ Research has shown that using data in instructional decisions can lead to improved student performance.⁸⁸ By constantly "beginning with the end in mind" through both backwards planning and a constant reflection on data, we can ensure our curriculum is having the desired impact. Our planned before- and after-school programs, intersessions and Saturday school offer additional academic assistance to students, as well as provide a safe place for academic, social and emotional enrichment beyond the school day. Based on research and experience, these programs promote a love of learning and accelerates positive feelings about the school experience, as well as nurture a sense of family and connection in our students.⁸⁹

of a Universal Positive Behavior Support Initiative. *Journal of Positive Behavior Interventions*, 12(4), 198–210.

⁸⁴ Reedy, K., & Lacireno-Paquet, N. (2015). Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report—2014. WestEd.

⁸⁵ Dillard, C. (2017). Multi-Tiered System of Supports (MTSS) and Implementation Science.

⁸⁶ Solberg, V. S.; Wills, J.; Redmon, K; and Skaff, L. (2014). Use of Individualized Learning Plans: A Promising Practice for Driving College and Career Efforts. Findings and Recommendations for a Multi-Method, Multi-Study Effort. National Collaborative on Workforce and Disability for Youth.

⁸⁷ Garnett, B. (2010). In Organization for Economic Cooperation and Development (Ed.) *Educating Teachers for Diversity: Meeting the Challenge*. OECD iLibrary.

⁸⁸ Wayman, J. C. (2005). [Involving Teachers in Data-Driven Decision Making: Using Computer Data Systems to Support Teacher Inquiry and Reflection.] *Journal of Education for Students Placed At Risk*, 10(3), 295-308.

Wayman, J. C., Cho, V., & Johnston, M. T. (2007). [The Data-Informed District: A District-Wide Evaluation of Data Use in the Natrona County School District.] Wohlstetter, P., Datnow, A., & Park, V. (2008). [Creating a System for Data-Driven Decision-Making: Applying the Head of School-Agent Framework.] *School Effectiveness and School Improvement*, 19(3), 239-259.

⁸⁹ Durlak, Joseph & Weissberg, Roger. (2007). The Impact of After-School Programs that Promote Personal and Social Skills. Collaborative for Academic, Social, and Emotional Learning.

CONNECTION

As Nel Noddings wrote in *The Challenge to Care in Schools*, schools should “promote the growth of students as healthy, competent, moral people . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . the topics that arise in common human experience.”⁹⁰ A fundamental core of our operations, we emphasize our students’ psycho-social development and sense of “belonging”; including an emphasis on compassionate communication as we help our students develop critical communication and character skills.

The focus on **life skills** and **character education** is an important element of the MPS model that enhances our students’ learning experience. Our life skills instruction is designed to empower students with critical study and organizational skills, as well as important social skills such as conflict resolution and effective communication, at each stage of their development. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.⁹¹

In addition to our educators, as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The **home-school connection** is fostered with home visits, frequent home-school communications, parent workshops, parent volunteering in school life (ELAC, PAC, volunteering to plan events, etc.), and frequent school community events.

A New Wave of Evidence, a report from Southwest Educational Development Laboratory, found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education.”⁹² The involvement of all stakeholders helps to develop a school’s culture, and its identity as a family and a community. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school.⁹³

Beyond a focus on having an impact on their local community via projects and other forms of **community service and engagement**, we also believe that students must look far more broadly outside their local communities and embrace a **global focus** in today’s modern, inter-connected world. We offer world languages, opportunities for international trips and guest speakers, and a focus throughout the curricula – especially for our older students – on each individual’s impact on the world. Not only does this deepen students’ academic knowledge and skills, but it also expands their world view and teaches

⁹⁰Noddings, N. (2015). [The Challenge to Care in Schools.] 2nd Edition. Teachers College Press.

⁹¹ Prajapati, R. K., Sharma, B., & Sharma, D. (2017). Significance of Life Skills Education. *Contemporary Issues in Education Research*. 10;1: 1-6.

⁹² Henderson, A. T., & Mapp, K. L. (2002). [A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.] Annual Synthesis, 2002.

⁹³ Bowen, N. K. (1999). A Role for School Social Workers in Promoting Student Success through School-Family Partnerships. *Children & Schools*, 21;1: 34–47.

life skills, such as problem-solving, flexibility, and adaptability.⁹⁴ Meanwhile, the benefits of learning a second – or third – language are aligned to Magnolia’s broader vision and include:

- improved achievement in other academic subjects, especially deeper understanding and more precise use of English grammar
- boosts to abstract, advanced, and creative thinking
- enhanced brain development
- improved sense of personal accomplishment
- increased cultural awareness, curiosity, and competency
- better career opportunities
- more effective empathetic communication.⁹⁵

Studies reveal that students who attend schools that provide opportunities for community engagement tend to evolve into active citizens in adulthood.⁹⁶ Therefore, MPS students will regularly engage in community service endeavors. The MPS model incorporates “real life” projects that are aligned with the curriculum and provide students with opportunities to work within their home community. This helps students move from adolescence and school to adulthood and society, understanding their role in the community and impact on those around them.

GOALS, ACTIONS, AND OUTCOMES IN THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both school wide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d) is provided below. The metrics associated with these goals help the Charter School to ensure specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Measures provided include multiple and varied summative and formative assessments aligned to state and federal standards. (including CCSS) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

LOCAL CONTROL FUNDING FORMULA (LCFF) STATE PRIORITIES

⁹⁴ Byrnes D. A. (2001). “Travel Schooling: Helping Children Learn through Travel.” *Childhood Education*, 77 (6): 345-50.

⁹⁵ NEA Research. (2007). The Benefits of Second Language Study. Accessed June 4, 2025 from <https://portal.ct.gov/-/media/SDE/World-Languages/BenefitsofSecondLanguage.pdf>

⁹⁶ Pancer, S. M. (2015). *The Psychology of Citizenship and Civic Engagement*. Oxford Academic: Oxford, UK.

GOAL #1

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- :

Specific Annual Actions to Achieve Goal

1. Teacher assignments and credentials

- Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained.
- Charter School will support our teachers' credentialing needs.
- Charter School will annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents.

2. Instructional materials and technology

- Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
- Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials.
- Charter School will annually review budgets and plans to ensure adequate budget for instructional materials.
- Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources.
- Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

3. Clean and safe facilities that support learning

- Charter School will continually improve and maintain facilities to ensure school safety, security and high-quality learning and working environments.
- Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced.

4. Healthy and nutritious meals

- Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn.
- Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.

5. Well-orchestrated Home Office support services

- The MPS Home Office will provide services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office will manage business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)

APPLICABLE STUDENT GROUPS	Baseline 2022-23	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	79.6%	> 85%	> 85%	> 85%	> 85%	> 85%

Outcome #2: Students will have equitable access to high-quality and standards-aligned instructional materials.

Metric/Method for Measuring: Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	0%	0%	0%	0%	0%	0%

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

Metric/Method for Measuring: Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	0	0	0	0	0	0

GOAL #2

EXCELLENCE: Under our first core pillar of *Excellence*, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including *Literacy with a Learner’s Mindset* and *Critical Thinking* skills as they pursue academic excellence.

Related State Priorities:

<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	

Local Priorities:

:

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Specific Annual Actions to Achieve Goal

- 1. Broad course of study and standards-based curriculum**
 - Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
 - Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.
- 2. Professional development for high-quality instruction**

- Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)
- In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

3. MTSS - Academic enrichment, intervention, and student support

- Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.
- Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs.
- SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

4. Designated and integrated ELD programs and support for ELs

- Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework.
- Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction.
- Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

5. Support for students with disabilities

- Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments.
- Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment.
- Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility.
- Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed, and present levels will be updated during annual and triennial reviews as required by the IDEA.

Outcome #1: Charter School will provide sufficient access to all programs and services.

Metric/Method for Measuring: Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (*Source: Local Indicator Priority 7, SIS*)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	100%	100%	100%	100%	100%	100%

Outcome #2: Charter School will provide implementation of state standards for all students.

Metric/Method for Measuring: Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (*Source: Local Indicator Priority 2, SchoolMint Grow*)

APPLICABLE STUDENT GROUPS	BASELINE 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	97%	≥ 85%	≥ 85%	≥ 85%	≥ 85%	≥ 85%

Outcome #3: Charter School will provide a Multi-Tiered System of Supports (“MTSS”) model of varied and strategically utilized supports and interventions to all students, including ELs, both during the school day and after school.

Metric/Method for Measuring: Percentage of students who have received a grade of “C” or better in core subjects and electives (*Source: SIS*)

APPLICABLE STUDENT GROUPS	BASELINE 2024-25 (FIRST SEMESTER)	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	77%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%

Outcome #4: Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-ELA/Literacy assessments.

Metric/Method for Measuring: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (*Source: CDE DataQuest*)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	47.45%	1 percentage points increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year
Socioeconomically Disadvantaged (SED)	46.29%	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year
English Learners (EL)	9.09%	2 percentage points increase	2 percentage points increase	2 percentage points increase	2 percentage points increase	2 percentage points increase

		from the prior year	from the prior year	from the prior year	from the prior year	from the prior year
Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	45.45%	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	44.68%	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A
<p>Outcome #5: All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.</p> <p>Metric/Method for Measuring: Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (<i>Source: CA School Dashboard</i>)</p>						
APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	0.2 points above standard	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year
Socioeconomically Disadvantaged (SED)	1.8 points below standard	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year
English Learners (EL)	59.1 points below standard	3 points increase from the prior year	3 points increase from the prior year	3 points increase from the prior year	3 points increase from the prior year	3 points increase from the prior year

Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	8.6 points below standard	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	3.2 points above standard	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year	1 point increase from the prior year
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #6: All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Reading assessment (Grades 6-11)

Metric/Method for Measuring: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (*Source: NWEA MAP*)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	70.5%	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%
Socioeconomically Disadvantaged (SED)	71.4%	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%
English Learners (EL)	75.0%	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%
Students with Disabilities (SWD)	68.0%	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	70.5%	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A

Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #7: All Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-Mathematics assessments.						
Metric/Method for Measuring: Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)						
APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	15.25%	2 percentage points increase from the prior year	2 percentage points increase from the prior year	2 percentage points increase from the prior year	2 percentage points increase from the prior year	2 percentage points increase from the prior year
Socioeconomically Disadvantaged (SED)	14.81%	2 percentage points increase from the prior year	2 percentage points increase from the prior year	2 percentage points increase from the prior year	2 percentage points increase from the prior year	2 percentage points increase from the prior year
English Learners (EL)	0.00%	3 percentage points increase from the prior year	3 percentage points increase from the prior year	3 percentage points increase from the prior year	3 percentage points increase from the prior year	3 percentage points increase from the prior year
Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	18.18%	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	17.03%	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A

White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #8: All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.						
Metric/Method for Measuring: Distance from Standard (DFS) on the CAASPP-Mathematics assessments (<i>Source: CA School Dashboard</i>)						
APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	93.6 points below standard	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year
Socioeconomically Disadvantaged (SED)	97.9 points below standard	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year
English Learners (EL)	129.5 points below standard	8 points increase from the prior year	8 points increase from the prior year	8 points increase from the prior year	8 points increase from the prior year	8 points increase from the prior year
Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	90.8 points below standard	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	90.8 points below standard	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year	5 points increase from the prior year
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #9: All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11)

Metric/Method for Measuring: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (*Source: NWEA MAP*)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	56.8%	≥ 60%	≥ 60%	≥ 60%	≥ 60%	≥ 60%
Socioeconomically Disadvantaged (SED)	58.7%	≥ 60%	≥ 60%	≥ 60%	≥ 60%	≥ 60%
English Learners (EL)	46.2%	≥ 50%	≥ 51%	≥ 52%	≥ 53%	≥ 55%
Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	66.7%	≥ 67%	≥ 67%	≥ 68%	≥ 69%	≥ 70%
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	60.5%	≥ 60%	≥ 60%	≥ 60%	≥ 60%	≥ 60%
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #10: All Schoolwide and all statistically significant student groups in grades 8 and 10-12 will demonstrate grade-level proficiency on the California Science Test (CAST) assessments.

Metric/Method for Measuring: Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (*Source: CDE DataQuest*)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	28.13%	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year
Socioeconomically Disadvantaged (SED)	30.00%	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year

English Learners (EL)	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	28.57%	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year	1 percentage point increase from the prior year
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A

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

Metric/Method for Measuring: Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year *(Source: CA School Dashboard)*

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
English Learners	63.6%	≥ 65%	≥ 65%	≥ 65%	≥ 65%	≥ 65%

Outcome #12: EL students will be reclassified annually.

Metric/Method for Measuring Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually *(Source: CDE DataQuest)*.

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
English Learners	22.7%	≥ 20.0%	≥ 20.0%	≥ 20.0%	≥ 20.0%	≥ 20.0%

GOAL #3

INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of *Innovation*. Each student will become an independent, innovative scholar by practicing *Creativity* and *Adaptability* in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

1. College/Career readiness programs and activities

- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation.
- Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities.
- Charter School will explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.

2. STEM and GATE programs

- Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math courses and clubs.
- Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements.
- With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes.
- Charter School will design and implement computer science and engineering-related courses and activities.
- Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

3. Digital literacy and citizenship programs

- Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings.
- Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions.
- Charter School staff will teach and model safe, savvy, and social digital citizenship.

4. Physical education, activity, and fitness

- Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE.
- Students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active.
- Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

5. Additional programs and activities that support well-rounded education

- To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc.
- It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc.
- Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.

Outcome #1: All students will have sufficient access to Accelerated and/or Advanced Math courses and/or Advanced Math clubs.

Metric/Method for Measuring: Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (*Source: Local Indicator Priority 7, SIS*)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and All Statistically Significant Student Groups)	2%	≥ 10%	≥ 10%	≥ 10%	≥ 10%	≥ 10%

Outcome #2: All students will learn grade-level appropriate computer and tech-based skills through core learning (keyboarding, Office Suite, online research/safety, and blended learning programs), as well as specific computer and tech-related courses and clubs in secondary grades (coding, robotics, etc.)

Metric/Method for Measuring: Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (*Source: Local Indicator Priority 7, SIS*)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and All Statistically Significant Student Groups)	100%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Outcome #3: All students (except those excluded for reasons such as the activities in their MTSS plan or IEP) will create or demonstrate a STEAM focused project, experiment, model, or demo.

Metric/Method for Measuring: Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (*Source: Local Indicator Priority 7, SIS*)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and All Statistically Significant Student Groups)	100%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%

Outcome #4: Students graduating from MSA-4 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.

Metric/Method for Measuring: Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (*Source: CA School Dashboard*)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	68.8%	≥ 70.0%	≥ 70.0%	≥ 70.0%	≥ 70.0%	≥ 70.0%
Socioeconomically Disadvantaged (SED)	68.8%	≥ 70.0%	≥ 70.0%	≥ 70.0%	≥ 70.0%	≥ 70.0%
English Learners (EL)	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	66.7%	≥ 70.0%	≥ 70.0%	≥ 70.0%	≥ 70.0%	≥ 70.0%
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A

Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #5: Students graduating from MSA-4 will demonstrate college preparedness in ELA/Literacy pursuant to the Early Assessment Program (EAP)

Metric/Method for Measuring: Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	48.39%	≥ 55.00%	≥ 55.00%	≥ 55.00%	≥ 55.00%	≥ 55.00%

Outcome #6: Students graduating from MSA-4 will demonstrate college preparedness in Mathematics pursuant to the Early Assessment Program (EAP)

Metric/Method for Measuring: Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and All Statistically Significant Student Groups)	16.13%	≥ 35.00%	≥ 35.00%	≥ 35.00%	≥ 35.00%	≥ 35.00%

Outcome #7: Students will be offered AP courses and AP course support to succeed on the AP exams.

Metric/Method for Measuring: Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	35.7%	≥ 55.0%	≥ 55.0%	≥ 55.0%	≥ 55.0%	≥ 55.0%

Outcome #8: Graduating seniors will have passed an AP exam with a score of 3 or higher.

Metric/Method for Measuring: Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	12.5%	≥ 15.0%	≥ 20.0%	≥ 25.0%	≥ 30.0%	≥ 35.0%

Outcome #9: All students will have sufficient access to college courses through dual and concurrent enrollment.

Metric/Method for Measuring: Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31

All Students (Schoolwide and all statistically significant student groups)	50.0%	≥ 50.0%	≥ 50.0%	≥ 50.0%	≥ 50.0%	≥ 50.0%
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Outcome #10: All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU.

Metric/Method for Measuring: Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	93.8%	≥ 90.0%	≥ 90.0%	≥ 90.0%	≥ 90.0%	≥ 90.0%

Outcome #11: Students will be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.

Metric/Method for Measuring: Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	0.0%	≥ 10.0%	≥ 10.0%	≥ 10.0%	≥ 10.0%	≥ 10.0%

Outcome #12: All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU and be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.

Metric/Method for Measuring: Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	0.0%	≥ 5.0%	≥ 7.0%	≥ 8.0%	≥ 9.0%	≥ 10.0%

GOAL #4

CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, *Connection*, and have access to meaningful engagement opportunities that help cultivate *Effective Communication and Global Citizenship* in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

1. Seeking family input for decision making

- Charter School will build the capacity of and support administrators, teachers and staff to build the capacity of and support family members to effectively engage in advisory groups and decision-making.

- Charter School will provide all families with opportunities to provide input on policies and programs and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings.

2. Building relationships and partnerships with families for student outcomes

- Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children.
- We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.
- Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level.
- Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy.
- Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

3. MTSS - PBIS and SEL support

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms.
- Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development.
- We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices.
- Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
- Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive.
- Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

4. Annual educational partner surveys

- Charter School will annually administer school experience surveys to students, families, and staff. Our staff will analyze the survey results to identify the greatest progress and needs to inform our next steps.

5. Community outreach and partnerships

- Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school.
- School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community.
- Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs.
- Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will hold Parent Advisory Committee (PAC) meetings

Metric/Method for Measuring: Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	8	≥ 8	≥ 8	≥ 8	≥ 8	≥ 8

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

Metric/Method for Measuring: Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
English Learners	4	≥ 4	≥ 4	≥ 4	≥ 4	≥ 4

Outcome #3: Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.

Metric/Method for Measuring: Number of activities/events for family engagement per year (Source: Local Indicator Priority 3)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	30	≥ 30	≥ 30	≥ 30	≥ 30	≥ 30

Outcome #4: Charter School's teachers will conduct home visits of students who are new to the school, seniors, students in the MTSS process or other identified needs, with visits tracked by the MTSS and administrators.

Metric/Method of Measuring: Percentage of students who have been home visited by the teachers per year (Source: Local Indicator Priority 3, SIS).

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	8.9%	≥ 15.0%	≥ 15.0%	≥ 15.0%	≥ 15.0%	≥ 15.0%

Outcome #5: Charter School will maintain a high average daily attendance (ADA) rate.

Metric/Method for Measuring: Average Daily Attendance (ADA) Rate (Source: P-2 report, SIS)

APPLICABLE STUDENT GROUPS	Baseline 2024-25 (P-2 ADA)	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	91.41%	≥ 92.00%	≥ 92.00%	≥ 92.00%	≥ 92.00%	≥ 92.00%

Outcome #6: Charter School will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	29.0%	≤ 25.0%	≤ 23.0%	≤ 21.0%	≤ 18.0%	≤ 15.0%
Socioeconomically Disadvantaged (SED)	29.6%	≤ 25.0%	≤ 23.0%	≤ 21.0%	≤ 18.0%	≤ 15.0%
English Learners (EL)	N/A	N/A	N/A	N/A	N/A	N/A

Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	27.3%	≤ 25.0%	≤ 23.0%	≤ 21.0%	≤ 18.0%	≤ 15.0%
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #7: Charter School will maintain a low middle school dropout rate.

Metric/Method for Measuring: Middle school dropout rate (*Source: CALPADS*).

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Middle School Students (Schoolwide and all statistically significant student groups)	0.0%	≤ 2.0%	≤ 2.0%	≤ 2.0%	≤ 2.0%	≤ 2.0%

Outcome #8: Charter School will maintain a low high school dropout rate.

Metric/Method for Measuring: High school dropout rate.

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All High School Students (Schoolwide and all statistically significant student groups)	6.7%	≤ 2.0%	≤ 2.0%	≤ 2.0%	≤ 2.0%	≤ 2.0%

Outcome #9: Charter School will maintain a high graduation rate.

Metric/Method for Measuring: Graduation Rate (*Source: CA School Dashboard, CALPADS*)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	93.8%	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%
Socioeconomically Disadvantaged (SED)	93.8%	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%
English Learners (EL)	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learners (LTEL)	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities (SWD)	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	93.3%	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%
African American (AA)	N/A	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #10: Charter School will maintain a low student suspension rate.

Metric/Method for Measuring: Student Suspension Rate (Source: CA School Dashboard, CALPADS)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	0.7%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%
Socioeconomically Disadvantaged (SED)	0.8%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%
English Learners (EL)	0.0%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%
Long-Term English Learners (LTEL)	0.0%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%
Students with Disabilities (SWD)	0.0%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%
Foster Youth (FY)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless (HOM)	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic (HI)	0.8%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%
African American (AA)	0.0%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%	≤ 2.5%
American Indian or Alaska Native (AI)	N/A	N/A	N/A	N/A	N/A	N/A
Asian (AS)	N/A	N/A	N/A	N/A	N/A	N/A
Filipino (FI)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander (PI)	N/A	N/A	N/A	N/A	N/A	N/A
White (WH)	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races (MR)	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #11: Charter School will maintain a low student expulsion rate.

Metric/Method for Measuring: Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	0.00%	≤ 0.50%	≤ 0.50%	≤ 0.50%	≤ 0.50%	≤ 0.50%

Outcome #12: Charter School will maintain high approval rates in the school experience surveys of students, families, and staff.

Metric/Method for Measuring: School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
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All Students (Schoolwide and all statistically significant student groups)	Students: 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%
	Families: 98%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
	Staff: 84%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
Outcome #13: Charter School will maintain high satisfaction rates in the school experience surveys of students, families, and staff.						
Metric/Method for Measuring: School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)						
APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all statistically significant student groups)	Students: 82%	≥ 75%	≥ 75%	≥ 75%	≥ 75%	≥ 75%
	Families: 97%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
	Staff: 81%	≥ 85%	≥ 85%	≥ 85%	≥ 85%	≥ 85%

*Student group not numerically significant at this time.

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

The MSA-4 program prepares students to be productive, innovative, and responsible individuals for success through middle and high school, as well as post-secondary school and meaningful careers, by providing a rigorous standards-based program through integrated math, science, and technology themes. The inquiry-based hands-on instructional approach not only teaches young students to “learn to learn” but also prepares them for success in the pursuit of future STEAM careers and interests in upper grades.

Based on Delors’ (1996) four ‘pillars’ of education for the future,⁹⁷ MSA-4 believes lifelong learning is broadly defined as: learning that is flexible, diverse, and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e., post-compulsory education). At MSA-4, we seek to develop diverse learning habits in our students:

Learning to know – mastering learning tools rather than acquisition of structured knowledge

Learning to do – becoming equipped for the types of work needed now and in the future, including innovation and adaptation of learning to future work environments

Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion

⁹⁷ Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

Learning to be – through education, developing holistically: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality.

MSA-4 aims to instill creativity, initiative and responsiveness in our students, thereby enabling them to show adaptability in post-industrial society through enhancing skills to manage uncertainty, communicate across and within cultures, subcultures, families and communities, and negotiate conflicts.

INSTRUCTIONAL DESIGN

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

As described above, MPS’s anchor core values of **Excellence**, **Innovation**, and **Connection**, which permeate all school activities, have inspired six competencies we consider essential for success in college and 21st century careers: literacy with a learner’s mindset; critical thinking; creativity; effective communication; adaptability; and global citizenship. MPS’ instructional program is rooted in academic rigor and aligned with the Common Core State Standards, Next Generation Science Standards and the framework for instructional design, all of which drive lesson plans and the assessment of student, teacher, and staff achievement. The means by which students master these content standards, as well as our six competencies and three anchor core values, are detailed below.

EXCELLENCE <ul style="list-style-type: none"> • Literacy w/Learner Mindset • Critical Thinking 	INNOVATION <ul style="list-style-type: none"> • Creativity • Adaptability 	CONNECTION <ul style="list-style-type: none"> • Effective Communication • Global Citizenship
<ul style="list-style-type: none"> ▪ Integrated, Engaged Learning Approaches <ul style="list-style-type: none"> ▪ Constructivist/Experiential Learning ▪ Project-Based Learning ▪ Culturally and Linguistically Responsive Teaching ▪ Blended (Tech-Based) Learning ▪ Advanced Learning Opportunities ▪ College and Career Prep <ul style="list-style-type: none"> ▪ Individual Graduation Plans ▪ Dual Enrollment ▪ College Tracking and Mentorship ▪ Alumni Support/Tracking 	<ul style="list-style-type: none"> ▪ STEAM Focus <ul style="list-style-type: none"> ▪ STEAM Interdisciplinary Learning ▪ STEAM-Related Field Trips ▪ Local and National Competitions (Science Fairs, Robotics) ▪ Personalized Learning with Flexible Supports, a Multi-Tiered System of Supports (“MTSS”) Model <ul style="list-style-type: none"> ▪ Universal Design for Learning and Differentiated Instruction ▪ Data-Driven Personalization ▪ Portfolio Module with Learning Targets ▪ Expanded Learning Time 	<ul style="list-style-type: none"> ▪ Community Schools/Whole Child Approach <ul style="list-style-type: none"> ▪ Social-Emotional Learning (“SEL”) and Character Education ▪ PBIS/Trauma-Informed Approach ▪ Home-School Connection ▪ Community Partnerships to Support Students and Families ▪ Global Focus <ul style="list-style-type: none"> ▪ World Languages ▪ International Visits, Trips, Speakers ▪ Community Service and Volunteerism

INSTRUCTIONAL DESIGN COMPONENTS: EXCELLENCE

EXCELLENCE

- Literacy w/Learner Mindset
- Critical Thinking

- **Integrated, Engaging Learning Approaches**
 - Constructivist/Experiential Learning
 - Project-Based Learning
 - Culturally and Linguistically Responsive Teaching
 - Blended (Tech-Based) Learning
- **Advanced Learning Opportunities**
- **College and Career Prep**
 - Individual Graduation Plans
 - Dual Enrollment
 - College Tracking and Mentorship
 - Alumni Support/Tracking

INTEGRATED, ENGAGING LEARNING APPROACHES

In order to ensure all students, across all grades, master core content instruction in a meaningful way, MSA-4 utilizes a variety of key instructional approaches. Drawing inspiration from influential works such as Alan Blankstein's *Failure Is Not an Option*,⁹⁸ Dr. Robert Marzano's *Classroom Management That Works*,⁹⁹ Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*,¹⁰⁰ Doug Lemov's *Teach Like A Champion*,¹⁰¹ Zaretta Hammond's *Culturally Responsive Teaching and The Brain*,¹⁰² and incorporating principles of Universal Design for Learning (“UDL”), MTSS, techniques from the “Get Better Faster” framework, and placing a heightened focus on Social-Emotional Learning (“SEL”), mental and emotional health, and trauma-informed practices, our faculty is exceptionally equipped with evidence-based strategies for effective teaching. (Blended learning strategies are discussed in the section below, *Effectively Integrating Technology into Learning and Teaching*.)

Constructivist/Experiential Learning

Like many – if not most – educators in California today, we believe “learning is an active, contextualized process of constructing knowledge rather than acquiring it” and that “learners continuously test [their] hypotheses through social negotiation . . . bring[ing] past experiences and cultural factors to a situation.”¹⁰³ Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”¹⁰⁴ Active learning can take on many forms, but the common thread is that students are not simply sitting listening to a teacher lecture. Instead, true mastery of content best occurs when students are given the means to explore, question,

⁹⁸ Blankstein, A. M. (2013). *Failure is not an option: 6 principles that advance student achievement in highly effective schools*.

⁹⁹ Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, Va: Association for Supervision and Curriculum Development.

¹⁰⁰ Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd Edition. (n.p.): ASCD.

¹⁰¹ Lemov, D., & Atkins, N. (2010). *Teach like a champion: 49 techniques that put students on the path to college*.

¹⁰² Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*.

¹⁰³ Learning Theories. Constructivism. www.learning-theories.com/constructivism.html. Access on: August 4, 2018.

¹⁰⁴ National Drop Out Prevention Center. *Active Learning*. <http://dropoutprevention.org/effective-strategies/active-learning/>. Accessed on August 4, 2018.

solve problems, reflect, make mistakes, try again and demonstrate their knowledge.¹⁰⁵ The more actively engaged students are in the learning process, the more effectively they understand and retain concepts and skills that are delineated in the State Standards, and even more importantly, the better equipped they are to handle the challenges of the future.

A discussion of our implementation of experiential/constructivist learning of Magnolia Public Schools is included under the next section on Project Based Learning.

Project Based Learning (“PBL”)

MSA-4 integrates Project Based Learning across all our grade levels. PBL is a pedagogical approach that empowers students to learn through active engagement in real-world, meaningful projects. Through project-based learning, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.¹⁰⁶ Through PBL, students are motivated to research, create, invent, inquire and question via hands-on projects that have meaning and relevance for them in their daily lives. PBL capitalizes on the natural curiosities and methods of exploring the world that students of all ages, even early elementary possess, as they gain self-awareness and learn how to learn.¹⁰⁷

PBL engages older students over longer periods of time, as they produce drafts, revise and reflect. PBL fosters cooperation among students, language development for English Learners as students collaborate and speak about what they are doing, and allows students to discover their areas of strength, ultimately helping engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation.¹⁰⁸ Perhaps most importantly, projects offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.¹⁰⁹

This methodology complements our STEAM focus, allowing students to apply their knowledge in practical, hands-on scenarios, and demonstrate their learning in myriad ways, rather than a traditional quiz or test. Through PBL, students develop problem-solving skills, collaboration, and a deep understanding of how their education relates to the world around them.

At MSA-4, students acquire knowledge by doing and experiencing learning through a hands-on, engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today’s global workforce. Our students at all our grade levels debate, create, build, express, refine and demonstrate their learning in active ways throughout the day, working both collaboratively and individually. Students also express themselves via myriad arts and enrichment offerings, clubs and at the secondary level, interscholastic (“CIF”) sports.

¹⁰⁵ Freire, P, 1972. *Pedagogy of the Oppressed*. New York: Penguin Books.

¹⁰⁶ Sill, D. Integrative Thinking, Synthesis and Creativity in Interdisciplinary Studies. *The Journal of General Education*. 2001;50(4):288-311.

¹⁰⁷ Freire, P, 1972. *Pedagogy of the Oppressed*. New York: Penguin Books.

¹⁰⁸ Csikszentmihalyi, M. *Flow: The Psychology of Optimal Experience*. *Journal of Leisure Research*. 1990;24(1):93-94.

¹⁰⁹ Gardner, H. *Multiple Intelligences: New Horizons*. Completely rev. and updated. New York: BasicBooks, 2006.

We place a robust emphasis on integrating the curriculum through cross-disciplinary learning daily. Teachers are dedicated to making learning not only relevant and engaging but also emotionally supportive through a constructivist, project-based approach. This involves frequent connections to real-world applications, incorporating inquiry, research, reflection, problem-solving, and critical thinking into our instructional methods. As students master content, they are concurrently guided in developing essential learning skills. Our instruction is deeply rooted in thematic integrated approaches, incorporating application of mastered knowledge and skills through projects that draw from ELA, science, math, history, the arts, computer/technology, and more. Our interactive and collaborative approach ensures that assignments are meaningful, engaging, and concepts are authentic. Throughout our holistic program we strive to develop students' capacity for success not just academically but also in the various "soft skills," habits and attributes that will best prepare them for adult life.

This type of active, engaged approach to learning has been shown to be successful across gender, ethnicity, and economic groups. It is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or "different" learners. By embracing projects and hands-on learning, in addition to other personalized instructional strategies such as blended learning, our students are able to make real connections between subjects and deepen their understanding of standards-based skills and content. More importantly, students are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of contexts, helping them gain confidence in their own abilities and the possibilities for their own futures, motivating them to persist in their education.

Culturally and Linguistically Responsive Teaching ("CLRT")

We embrace CLRT principles, inspired by Zaretta Hammond's work.¹¹⁰ CLRT acknowledges the cultural and linguistic diversity of our student body and seeks to create an inclusive learning environment that honors and values each student's background. By integrating CLRT principles into our teaching practices, we aim to cultivate a culturally responsive classroom where every student feels seen, heard, and respected. Along with improving academic achievement, this teaching approach supports students of color in maintaining and deepening identity and connections with their ethnic groups and communities. CLRT also helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride.¹¹¹ Students that come from a cultural background that is different from the mainstream culture encounter difficulties when the curricula do not represent their history, culture, or background in any way, shape, or form. Therefore, discovering their own history and culture in the curricula is important for students to maintain personal perceptions of competence and positive school socialization.¹¹²

Our CLRT practices embrace four fundamental principles when infusing students' history and culture into the curricula:

- o Language is an integral part of one's identity and culture

¹¹⁰ Hammond, Z., *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2014).

¹¹¹ <https://www.accelerated.org/wp-content/uploads/2023/01/EL-Master-Plan-2022-2023-WAHS.pdf>

¹¹² Brown, J. C. (2017). A metasynthesis of the complementarity of culturally responsive and inquiry-based science education in K-12 settings: Implications for advancing equitable science teaching and learning. *Journal of Research in Science Teaching*, 54(9): 1143-1173.

- The dignity of a person is not guaranteed unless the dignity of her or his people is preserved
- The unique history, culture, and language of each student must be recognized and respected
- Teaching methodology must accommodate the culture and language of the student.

Blended (Tech-Based) Learning

At MSA-4, every teacher has access to dedicated computers and interactive display screens in their classrooms along with wireless network access to prepare teaching activities such as class documentary movies, presentations, and more, as well as facilitating student use of technology in their learning. Students across all grades at MSA-4 develop their ability to use technology as a tool for learning, research, observation, and communication. The school has a one-to-one ratio of technology to students thanks to Chromebooks and use digital curriculum and assessments as an integral part of learning.

MSA-4 also encourages parents' active use of the school's technology resources by offering free tutorial sessions on how to track their student's performance using our student information system, Infinite Campus, and providing computer access to all parents who have either limited or no access to a computer outside of school. We also have a computer lab at our facility, which is open during school, Saturday sessions and intersessions.

Blended/Online Learning

"Blended"/online learning includes a variety of standards-aligned, online, interactive programs, enabling students to master core content at their own pace. In addition to our McGraw-Hill and HMH curriculum, the following are additional online programs that supplement our curriculum: Renaissance Learning, IXL, BrainPOP, Khan Academy, PLTW, online typing programs. During intervention, teachers will use online curricula with embedded assessments that provide review, re-teach and enrichment programs. McGraw Hill and HMH publishers' resources such as: Into Math, Inspire Science, Accelerated Reader, California Reading Wonders, and California Wonders My Language Book.

Resources such as IXL, Khan Academy, Accelerated Reader program, and English 3D allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials.

Tech Fluency

To ensure all students develop critical 21st century technology fluency, highly trained faculty lead engaging, grade-level appropriate instruction in technology skills. The program enables students to personalize their learning practices and integrate all subjects in project-based learning in a fun and meaningful way. This unique program includes technology curriculum and tech-integrated projects in core classes that require higher order learning and improving critical thinking skills. Dedicated tech-based courses that provide technology tools necessary in the 21st century (keyboarding, document processing and storage, internet research, etc.) are used to develop critical skills that help students gain acceptance to and graduate from a 4-year university with a STEAM major.

ADVANCED LEARNING OPPORTUNITIES

Advanced learning opportunities begin early in the MPS model, with Gifted and Talented ("GATE") testing provided to 6th and 9th graders. Students have the opportunity to participate in enrichment activities that are generally scheduled before and/or after school. MPS also provides parents with a resource manual for extracurricular activities that are available at no cost or low cost to our families.

In middle school, accelerated pathways and honors courses are available to all students. In high school, students are provided with a myriad of advanced and AP course selections. Before- and after-school enrichments include computer skills, visual and performing arts, and clubs such as Robotics, Science Olympiad and more. Individualized scheduling includes early identification of learning styles, personalities, interests. In high school grades, individual scheduling includes the 4-Year Plan and college and career readiness. MPS refers extraordinary students to high interest summer enrichment programs such as JPL, John Hopkins Institute, and Disney.

COLLEGE AND CAREER PREP

MSA-4 upholds the belief that a college degree is attainable for everyone through academic success and persistence, along with careful preparation and support. MPS' comprehensive College and Career Readiness Program is designed to provide each of our graduates with the information, support and preparation they need to graduate college- and career-ready. Beyond academic skills and content knowledge, our "whole child" approach ensures that our students have the information and "life skills" they need to thrive in a modern world, including crucial knowledge about *themselves*, how they learn and best approach problem-solving, stress management techniques, time management skills and so much more.

Utilizing UC Berkley's Center for Education Partnerships' *Kinder-12th Grade Student College Knowledge Curriculum*, (and companion materials for parents/guardian education), MSA-4 provides students each year with developmentally appropriate, interactive, themed lessons that build on each other throughout the year, increasing in depth and vigor.

Student College Knowledge Curriculum

Kinder - 12th Grade Curriculum Overview (K-12 Flyer®)

We offer two versions of the curriculum: One for students in California and another for students outside of California.

- 25-minute lessons designed for use in school, community, and/or after-school settings.
- Developmentally appropriate, interactive, and easy-to-implement lessons.
- Based on a college-going framework, the program aims to increase college readiness by fostering college aspirations, teaching college knowledge, and supporting the college planning and application process.
- Themes organize lessons, build on each other, and increase in depth and rigor.
- K-5th grade lessons are aligned to Common Core, ELD, and Social-Emotional Learning competencies.
- K-5th grade curriculum includes post-student activities to assess learning.
- The 6th-12th grade curriculum includes pre- and post-student surveys to assess learning.
- 12th-grade lessons align with the senior college timeline and support students as they navigate the college admissions and financial aid application process and transition to their first year of post-secondary education.
- Lessons are organized by themes and build on each other.
- The curriculum includes lesson plans, handouts, presentations (when needed), and optional extension activities.
- Lessons and materials are updated every summer to incorporate the latest information and resources, reflecting admission and financial aid policy changes.
- When you purchase the curriculum, you will have 30 days to download all materials in PDF format. The PowerPoint presentations, however, are not in PDF format, so you can modify them as needed.

Source: <https://cep.berkeley.edu/products-services/college-knowledge-curriculum/kinder-12th-grade-student-college-knowledge>

As detailed in a screenshot of their website (taken 6/25/2025), the 6th-12th grade curriculum includes pre- and post-student surveys to assess learning. According to the Center for Education Partnerships, “Professor Patricia McDonough of UCLA has identified nine critical interrelated elements that together help schools build and strengthen a college-going culture. These nine elements are:

- College Talk
- Clear Expectations
- Information and Resources
- Comprehensive Counseling Model
- Testing and Curriculum
- Faculty Involvement
- Family Involvement
- College Partnerships
- Articulation.”¹¹³

We invite a college administration officer to talk about various colleges, and real professionals to talk about their fields of expertise. In middle school, students write a dream college letter, detailing why they like the school and why it would be a good fit. Students also research the average Grade Point Average (“GPA”) and SAT/ACT scores, among other requirements. By providing timely information and guiding students through the college application process, College Advisors in grades 9-12 (MSA-4 teachers paid stipends, trained by the College Counselor and MPS Home Office staff) play an integral role in nurturing students’ college aspirations by supporting college preparation activities, researching and identifying best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice. We also take field trips to colleges and universities starting in middle school.

Individual Graduation Plans

A distinguishing feature of the MPS College and Career Readiness Program is the active participation of our students in the development and design of their future academic pathways. Our advisors work individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. This plan is created in 9th grade and monitored continually, with a formal update on an annual basis.¹¹⁴

Dual Enrollment

MSA-4 offers dual enrollment courses in partnership with West Los Angeles College, a California community college. The mission and vision of this program is to give all students a viable, approachable

¹¹³ <https://cep.berkeley.edu/home/about-cep/college-going-culture>

¹¹⁴ Students that are interested in entering the workforce directly after high school are supported by the college counselor in career exploration and planning activities, as well as through dual enrollment certificates provided by local colleges. Special programming is offered to students to develop interests and build skills needed for credentialing and certification for specific trades. Each student would develop a career plan in conjunction with their counselor and parent/guardian.

opportunity to earn a significant amount of transfer credits toward a postsecondary degree (Associate or Bachelor's), or CTE certification. The program is aimed to increase postsecondary matriculation and graduation rates for MSA-4's underserved populations by providing a comprehensive, and supportive dual credit program to all students.

The structure of the program is as follows:

- Students take in-person college courses on MSA-4's campus to earn up to 40 Intersegmental General Education Transfer Curriculum ("IGETC") transfer credits, during the school day, before their graduation.¹¹⁵
- Students can earn dual, weighted high school credit towards their HS diploma in addition to transferable college credits.
- School leaders and counselors examine and update practices to ensure access, inclusion, and equity by providing all students with dual enrollment opportunities by aligning master and bell schedules, and school calendars as appropriate.
- MSA-4 can offer college courses for middle school students within the instructional day. This extended pathway supports student retention/recruitment and allows students to progress through a number of college courses before their graduation day.

College Mentorship and Tracking

To enrich college-going activities, College Advisors and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. As a part of the Four-Year Plan for all high school students, College Advisors track UC/CSU A-G requirement completion and credits completed towards graduation with students and their families. Additionally, for individual students, they track and discuss scholarship eligibility, scholarship applications, financial aid applications including the Free Application for Federal Student Aid ("FAFSA") and the California Dream Act Application ("CADAA"), Personal Statements, progress towards college application submission, and more. MSA-4 also provides grade-level College-Preparatory courses in addition to hosting career development workshops, such as internships, resume building, and more.

Additionally, MSA-4 plans to invest in monitoring the postsecondary pathways of its graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. This data will be monitored in partnership with the Home Office and supported via our MPS-wide Alumni Success Team.

Alumni Support and Tracking

As students graduate from MSA-4, MSA-4 has (and recruits as needed) staff members that receive additional stipends to be Alumni Success coaches to support students after graduation. This takes the form of structured data-gathering and mentoring conversations with alumni throughout their first four years after graduation. Coaches check with students about needs and status in the areas of financial aid, academics, housing, and job searching with the aim that they connect students to resources at the college or nearby social services as needed. The goal of this program is to increase college degree and certificate achievement rates by providing hands-on support to our graduates.

¹¹⁵ Where possible, students may have the opportunity to take college dual enrollment courses on nearby college campuses, such as West Los Angeles College, with full support from MSA-4.

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

INNOVATION
<ul style="list-style-type: none"> • Creativity • Adaptability <ul style="list-style-type: none"> ▪ STEAM Focus <ul style="list-style-type: none"> ▪ STEAM interdisciplinary learning ▪ STEAM-related Field Trips ▪ Local and National Competitions (Science Fairs, Robotics) ▪ Personalized Learning with Flexible Supports, a Multi-Tiered System of Supports (MTSS) Model <ul style="list-style-type: none"> ▪ Universal Design for Learning and Differentiated Instruction ▪ Data-Driven Personalization ▪ Portfolio Module with Learning Targets ▪ Expanded Learning Time

STEAM Focus

STEAM Interdisciplinary Learning

A pivotal initiative in realizing the full potential of our students involves implementing a robust, comprehensive, and college-preparatory curriculum with a dedicated focus on **STEAM** (Science, Technology, Engineering, Arts, and Mathematics). Our commitment to **Science** education for 21st century learners spans all grades; science at MPS is introduced as early as TK. Science learning across grades 6-12 at MSA-4 grades immerses students in the scientific method and encourages them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from experiments they choose and create based on their interests. Our science instruction employs technology in laboratory explorations and experimentation. Teachers use Inspire Science through McGraw-Hill to further enrich our inquisitive and investigative thinkers.

Technology plays a central role in our instructional model, with a 1:1 student:computer ratio facilitated by laptops in each classroom, promoting effective blended learning strategies. Computer instruction/courses are offered at all levels and skills are further developed in after-school enrichments and extended learning time (another aspect of our model, detailed below). Students use a diverse range of resources, including Khan Academy, Project Lead the Way, BrainPOP, Coding/Gaming, Raspberry Pi, and HMH and McGraw-Hill materials, each providing engaging, developmentally-appropriate learning activities, including adaptive adjustments to meet students at their individual level, with repetition and practice, differentiated learning approaches, and different ways of expressing knowledge all aligned to grade-level content standards. Enrichment opportunities extend to robotics, and after-school clubs, emphasizing Engineering concepts as discussed below all are available to students during extended learning time, including Saturdays and intersessions.

Our Computer Science program fuels tech skills development, including programming and sequencing. Digital citizenship is introduced and embedded into the curriculum. Students are able to access class work, homework, and projects for all subjects through our McGraw-Hill curriculum. Computer simulations assist in expanding the number of lab opportunities in all grade levels. High school students are encouraged to take AP Computer courses such as AP Computer Science as early as 9th grade.

The **Engineering** design process is seamlessly incorporated at all our grade levels, aligning with NGSS, CA Science Framework, and our own STEAM emphasis. Students at each grade level engage in the engineering design process and practical applications of the learning process that include making design drafts or prototypes, testing, observing, *failing*, iterating, refining, and updating. As noted above, the journey into scientific and inquiry-based exploration commences with hands-on, engaging lessons in 6th grade, with teachers utilizing resources such as Inspire Science from McGraw-Hill, Project Lead the Way (“PLTW”) (see full description below) to nurture curiosity and investigative thinking through hands-on investigations and engagement. Science and enrichment learning time also include Khan Academy, BrainPOP, Coding/Gaming, Raspberry Pi, Learning.com, Code.org, GoGuardian, Kahoot, Quizziz. McGraw-Hill and many other programs include extension activities for students on, below, and above level. All of these are used with fidelity during the school day and during extended learning time.

In an effort to promote diversity and inclusivity, MSA-4 is committed to providing specialized programs to encourage and empower girls in engineering, including maintaining their engagement through middle grades and high school. These programs include mentorship initiatives, guest speaker series featuring successful women in STEAM fields, and targeted outreach efforts to ensure that all students, regardless of gender, feel supported and inspired to pursue careers in engineering.

Project Lead the Way: To enhance our STEAM learning program, MSA-4 can integrate Project Lead the Way for our secondary students. PLTW’s proven, research-supported approach focuses on integrated, real-world learning that helps students become independent, confident problem solvers. (pltw.org.) Middle school students at MSA-4 can participate in PLTW Gateway, which explores coding and robotics, flight and space, and human body systems, introducing collaborative problem solving and allowing students to step into roles spanning the career landscape. At the high school level, our individual sites can decide which PLTW programs to offer, choosing from PLTW Engineering, Computer Science or Biomedical Science. Students can further explore their developed interests while continuing to delve deeper into novel and compounding topics.

Our commitment to **Arts** instruction across all 6-12 grade levels, aims to cultivate our students’ creativity, imagination, discipline and self-expression through drawing and visual arts, music, drama, improvisation and dance (collectively, “visual and performing arts,” or “VAPA”). Core classroom teachers in middle grades are encouraged to collaborate with VAPA instructors to embed VAPA across the curricula – but especially in Social Studies/History lessons -- in student projects, as well as direct instruction and exposure to the arts. For example, a lesson on Indigenous peoples of California might incorporate making drums, applying both visual art and music arts standards into social studies/history curriculum. Classroom activities may incorporate dances, musical instruments, short plays or story enactments and more to help bring lessons to life and provide students with a creative outlet. Teachers incorporate the arts across the curriculum so that our students gain exposure to all mediums of creativity, self-expression, and disciplines. Starting in middle grades and through high school, students select from a variety of engaging VAPA electives (see *Course Descriptions*, below).

Finally, **Math** instruction in the MPS model is intensive and adapted to each student’s specific needs. We offer extensive opportunities for acceleration for our most engaged students, as well as intensive remediation for students who enter our schools below grade level. All of our new students, regardless of grade level, are given a math assessment (as well as ELA) within the first three weeks of school (or over the summer prior to the school year, where feasible). All students in 6th-11th grades take the NWEA MAP test (in Math and Reading) within three weeks of the beginning of the school year. These assessments

help our teachers plan instruction, differentiate – and remediate – to ensure each student is being taught in their “zone of proximal development.”¹¹⁶ By allotting sufficient time in the bell schedule each day for math at our earliest grade levels, where we emphasize a constructivist, hands-on approach to mathematical concepts, our students master this crucial conceptual understanding as well as rote mathematical skills. This “balanced” approach permeates our curricula at each grade level, with time dedicated each day to learning in all core areas, along with extended learning blocks that foster deeper learning, as well as “real world” connections and applications of learning.

MSA-4 students and faculty organize and participate in numerous STEAM fairs and events for all our grade levels. Through various activities, STEAM days become a targeted event to arouse student interest and celebrate their peers’ success. MSA-4 offers a blend of after school clubs to students to stimulate interest in and extend knowledge of various subjects covered in the classroom including CalcuLeaders and Robotics clubs. Additionally, we can use programs such as PLTW to sustain our ongoing efforts to integrate STEAM instruction. Parents are involved in co-facilitating after-school programs and activities.

STEAM-related Field Trips

Students in all grade levels have the opportunity for STEAM-related field trips, including visiting a research laboratory (e.g., Jet Propulsion Lab), a university campus (e.g., UCLA, USC, Caltech, UCI, and CSU-Long Beach), and meeting with scientists to help motivate our students. Out-of-state and overnight field trips are considered and encouraged for students in upper grade levels. Guest speakers are also invited to campus, including alumni who are welcomed back to discuss their college and career path in STEAM fields.

Local and National Competitions

STEAM-related competitions include the annual MPS STEAM EXPO, State and National VEX Robotics competitions, American Mathematics Competitions, Science Fairs, Intel International Science and Engineering Fair, National Science Bowl, and FIRST Robotics Competition. We see how our students’ confidence soar as they work over a period of weeks and months to prepare for these competitions, working collaboratively, polishing oral presentations, mastering advanced content, working hard towards a goal and reveling in the “sport” of the events, including meeting other students from diverse backgrounds. We continue to prioritize these opportunities for our students’ academic/content benefit, but especially for their psycho-social development and confidence-building in “real world” skills.

PERSONALIZED LEARNING WITH FLEXIBLE SUPPORTS, A MULTI-TIERED SYSTEM OF SUPPORTS (“MTSS”) MODEL





MPS has adopted the MTSS model as a systemic, continuous improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. MTSS aligns the academic standards and behavioral expectations in order to accelerate the performance of every student to meet and/or exceed proficiency.

¹¹⁶ Chaiklin S. (2003). The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction. In: Kozulin A, Gindis B, Ageyev VS, Miller SM. (Eds.) In *Vygotsky's Educational Theory in Cultural Context*. Cambridge University Press.


Multi-Tiered System of Support

Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<ul style="list-style-type: none"> • Identify a comprehensive assessment system • Create and utilize teams • Provide universal academic supports • Provide supplemental interventions and supports • Provide intensified interventions and supports • Develop guideline to implement curriculum with universal design for learning (UDL) 	<ul style="list-style-type: none"> • Identify a comprehensive assessment system • Create and utilize teams • Provide universal behavior supports • Provide supplemental interventions and supports • Provide intensified interventions and supports • Provide comprehensive behavior supports 	<ul style="list-style-type: none"> • Identify a comprehensive assessment system • Create and utilize teams • Provide universal social-emotional supports • Provide supplemental interventions and supports • Provide comprehensive social-emotional development supports

All Means All

<div style="text-align: center;">  Administrative Leadership </div> <p style="text-align: center; color: orange;">Strong & Engaged Site Leadership</p> <ul style="list-style-type: none"> • Lead development of a vision • Attend instructional meetings and classes • Create a leadership team • Create opportunities to contribute • Use data to guide decisions <p style="text-align: center; color: orange;">Strong Educator Support System</p> <ul style="list-style-type: none"> • Provide access to instructional coaching • Seek input from teachers • Make learning opportunities available to all • Use data • Conduct strengths-based evaluations 	<div style="text-align: center;">  Integrated Educational Framework </div> <p style="text-align: center; color: teal;">Fully Integrated Organizational Structure</p> <ul style="list-style-type: none"> • Identify who has access • Use non-categorical language and practices • Use collaborative instruction among peers • Use paraeducators to support Inclusive education <p style="text-align: center; color: teal;">Strong & Positive School Culture</p> <ul style="list-style-type: none"> • Foster collaborative relationships • Create a shared vision • Identify ways for all staff to contribute • Ensure all students have access to extra-curricular activities • Demonstrate culturally responsive practices 	<div style="text-align: center;">  Family & Community Engagement </div> <p style="text-align: center;">Trusting Family Partnerships</p> <ul style="list-style-type: none"> • Engage with students and families • Obtain input and feedback • Provide engagement opportunities • Facilitate home-school communication • Provide information <p style="text-align: center;">Trusting Community Partnerships</p> <ul style="list-style-type: none"> • Engage with the community • Identify mutual interests and goals • Ensure reciprocity • Maintain an open door policy • Invite community members to serve 	<div style="text-align: center;">  Inclusive Policy Structure & Practice </div> <p style="text-align: center; color: orange;">Strong LEA / School Relationship</p> <ul style="list-style-type: none"> • Develop a district-based team • Attend school-level meetings • Provide district-level professional learning • Identify and remove barriers • Regularly communicate outcomes <p style="text-align: center; color: orange;">LEA Policy Framework</p> <ul style="list-style-type: none"> • Link multiple initiatives • Review data • Review and revise policy • Select research-based practices • Expand practices into other schools and Districts
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Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. swiftschools.org

To support students academically, socially-emotionally and behaviorally, and create a climate of academic success, MSA-4 recognizes that we must address the needs of the entire child. Educators outside of MSA-4 may generally focus on punitive and remedial practices, unknowingly reinforcing unwanted and antisocial behaviors. However, MPS intentionally implements a Positive Behavioral Interventions and Support (“PBIS”) program as a component of its MTSS. Our program expectations require students to be Safe, Responsible and Respectful. The Charter School tracks behaviors using a point system, to reward students for demonstrating positive behavior. The Charter School site deans and teachers lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through MTSS.

Universal Design for Learning and Differentiated Instruction

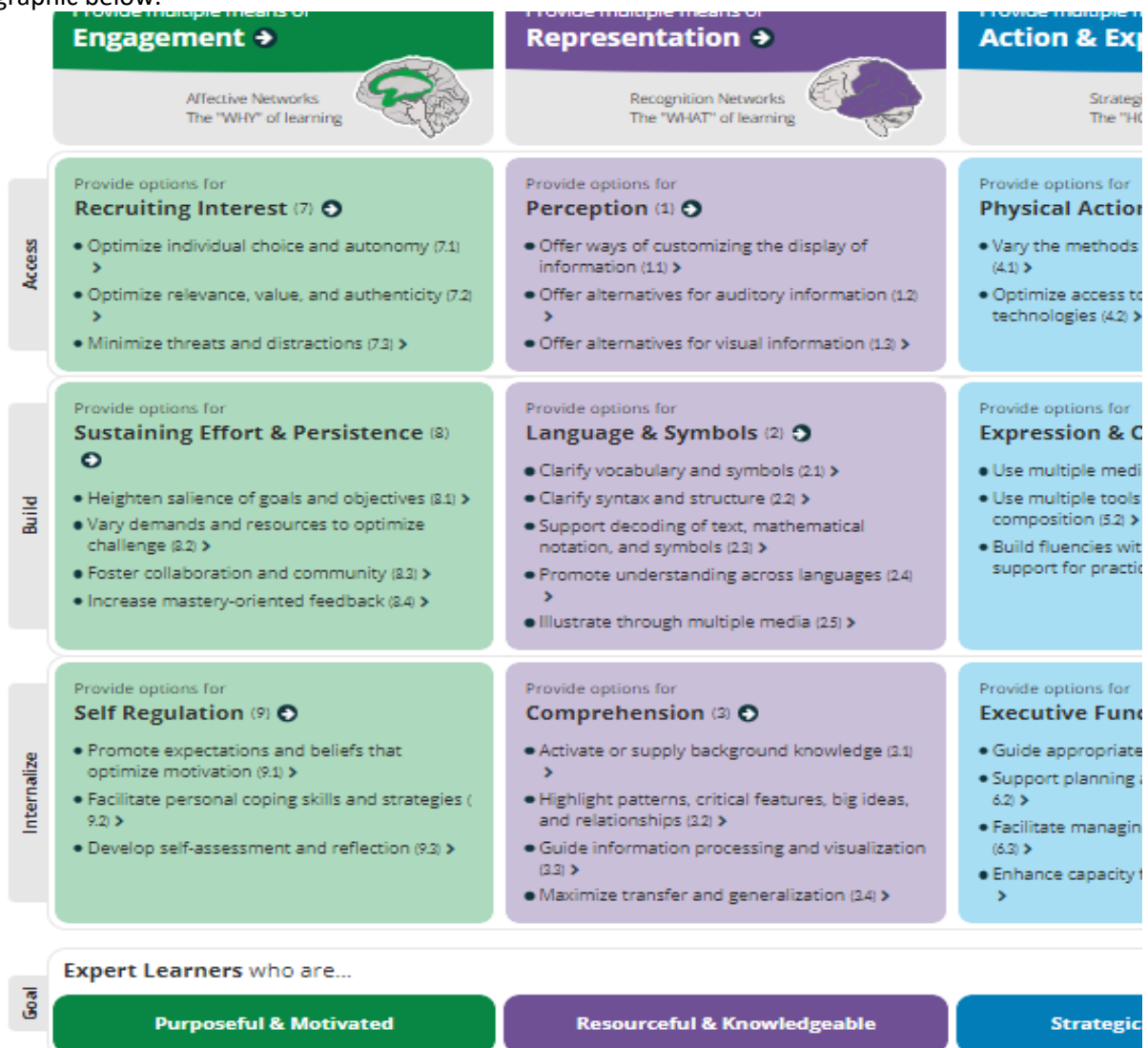
We actively integrate the principles of Universal Design for Learning (UDL) into our teaching practices.¹¹⁷ UDL provides a framework for creating flexible and inclusive learning environments that cater to the diverse needs of all students.

¹¹⁷ See <https://udlguidelines.cast.org/>.

UDL [is] a concept that emphasizes tech-driven, multifaceted approaches to improving students' access to learning. The term is often mentioned in conjunction with accessibility initiatives for students with disabilities, but proponents say its effects ideally reach students of all backgrounds. . . .

The guiding principles of UDL encourage providing multiple means of representation (how learning materials are conveyed), action and expression (how students demonstrate comprehension of learning materials) and engagement (how students work with instructors and one another to deepen the learning experience).¹¹⁸

All of our faculty receive professional development in utilizing the UDL Guidelines, illustrated in the graphic below.



¹¹⁸ Lieberman, M., *Creating a 'Universal Design for Learning' Movement*, Feb. 6, 2018., <https://www.insidehighered.com/digital-learning/article/2018/02/07/universal-design-learning-arrives-campus-concerted-grassroots>

Source: <https://udlguidelines.cast.org/>

By incorporating UDL principles, our instructional methods are designed to be accessible to learners with varying abilities and learning styles, ensuring that every student can actively participate and succeed in the learning process. All of our teachers are trained in and deploy a range of strategies to engage learners of all types. These include the use of GATE strategies, EL strategies, cooperative learning and project-based learning. GATE plans, 504 plans, and Individualized Education Programs (“IEP”) are reviewed regularly to ensure instructional delivery meets students’ needs. Faculty teach a heterogeneous group of students that learn best when given Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression.

We also incorporate instructional techniques adapted from Paul Bambrick-Santoyo’s “**Get Better Faster**” framework,¹¹⁹ which originates from his years at Uncommon Schools. The framework is designed for coaches, as well as beginning teachers, focusing on practical, actionable steps that drive effective coaching of new teachers. The approach incorporates the following core principles of coaching:

- *Go Granular*: The essential practice of educators mastering one skill down to the finest details before moving on to the next – including breaking teaching down into discrete skills that can be practiced successively and cumulatively.
- *Plan, Practice, Follow Up, Repeat*: Simply, the more effectively teachers practice, the better they perform – and the better they are able to determine what ideal teaching practices look and feel like.
- *Make Feedback More Frequent*: Continuous, real-time feedback is effective because it prioritizes student learning and fast-forwards the improvement process – letting the teacher immediately correct a technique that would otherwise take days or weeks to implement.¹²⁰

Data-Driven Personalization

MSA-4 teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, UDL, accelerated learning strategies, and differentiated instruction, as well as collaborative planning time with a focus on the use of data to drive instruction. Formative assessment data are gathered from a variety of sources such as NWEA MAP assessments, Smarter Balanced Interim Assessment Blocks (“IABs”), an annual student survey, blended learning programs, and overall coaches, ELD teachers and/or coordinators, education specialists and other interventionists.



¹¹⁹ Bambrick-Santoyo, P., *Get Better Faster: A 90-Day Plan for Coaching New Teachers* (2016).

¹²⁰ Bambrick-Santoyo, P., *How to Effectively Coach New Teachers: And Why First-year Support is Critical to Everyone’s Success*. Accessed December 10, 2023 from <https://www.wiley.com/learn/jossey-bass/pdf/how-to-effectively-coach%20new-teachers.pdf>.

Our system of formative assessments allows MSA-4 to generate reports that show content and skills mastery, broken down by grade, class, and individual student levels. This system provides the data necessary to utilize UDL to build personalized, realistic, and productive lesson plans on a weekly basis. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the Charter School's culture and is required to provide adequate support for students' learning.¹²¹ Furthermore, research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency.¹²² Use of programs, such as IXL, allow us to use the data to create individualized skill plans for students to practice ELA and math skills.

Teachers utilize the Plan-Do-Study-Act cycle of data-driven instruction, originally utilized by the engineer W. Edwards Deming to create improvement in manufacturing for the automotive industry, and most recently adopted by schools and as an improvement science tool.¹²³ "A PDSA cycle is a four-step process whereby teachers and students work together to create positive change. During a PDSA cycle, teachers and students create a *plan* for improvement; implement, or *do*, the plan; *study* if the plan's actions were successful; and *act* to create long-term improvement actions based on the results of the plan."¹²⁴

Portfolio Module with Learning Targets

MSA-4 uses NWEA MAPs computer-adaptive tests to evaluate student learning and to differentiate instruction to meet student needs. These campus-wide tests are used to measure individual levels of student performance. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While MAP testing is used as a basis for student promotion, it provides a valuable resource to identify students in need of just-in-time interventions and/or accelerated learning pathways.

MAP is administered in the fall and spring of every academic year from grades 6 through 11 in Reading and Mathematics. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as to how students are performing. The assessments adapt to the student's ability, accurately measuring what a student knows and needs to learn. MAP measures academic growth over time, independent of grade level or age. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses. MSA-4 also administers interim assessment blocks ("IAB") according to curriculum maps provided by our MPS Home Office. IABs provide feedback about student performance on a targeted cluster of standards in both Math and ELA. IABs are administered after the unit is taught and provide formative assessment data to further inform instruction.

¹²¹ Blum, R. (2004). School Connectedness: Improving Students' Lives. John Hopkins School of Public Health.

¹²² Archambault, L., Diamond, D., Brown, R., Cavanaugh, C., Coffey, M., Floures, D., Richardson, J., & Zygouris-Coe, V. (2010). Research committee issues brief – An exploration of at-risk learners and online education. M. K. Barbour & D. Scribner (Eds.). Vienna, VA: iNACOL; Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 9–22' Blum, R. (2004) Legters, N.E., Balfanz, R.W., Jordan, W.J., & McPartland, J.M. (2002). *Comprehensive reform for urban high schools: A talent development approach*. New York: Teachers College Press; Watson, J., & Gemin, B. (2008). Promising practices in online learning: Socialization in online programs. Vienna, VA: iNACOL.

¹²³ Boatman, C., *A Tool to Give Students More Control Over Their Learning*, July 21, 2023;

<https://www.edutopia.org/article/using-pdsa-cycles-boost-learning-outcomes/#:~:text=During%20a%20PDSA%20cycle%2C%20teachers,the%20results%20of%20the%20plan.>

¹²⁴ Ibid.

Expanded Learning Time

As part of MSA-4's expanded learning program, MSA-4 offers free tutoring to all students. Our tutoring program provides students with a safe and supportive, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Extra tutoring sessions are provided by MPS for individual students as needed. Individual and small group tutoring as well as homework clubs are available both before and after-school, Saturdays and during intersessions. Students identified as low achieving are offered an intensive program tailored towards their needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards, with the goal of closing the achievement gap.

MSA-4 Expanded Learning Program Structure

Students in need of English Language Development ("ELD") support	ELD tutoring:	Computer-aided grammar, vocabulary, reading, writing, listening and speaking
Students in need of academic support	Tutoring program for academic classes:	Mathematics, Science, English-Language Arts and History-Social Science

Before/After-School

MSA-4 also offers academic and enrichment clubs as well as before and after school programming to all students. During these clubs, students are given the opportunity to participate in subjects and topics that pique their interest but also build upon skills that are learned during instructional time. Our clubs offer a safe and supportive environment that is student-led and developed with the supervision of a teacher.

All students	Expanded Learning clubs:	Newspaper club (Eagle Gazette), Soccer, Basketball, Volleyball, Gardening, Student Government, Walking Club, Community Service Club, Calculeaders (advanced math club), Robotics, etc.
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Intersessions

MSA-4 offers intersession opportunities for all students during extended breaks throughout the school year. During summer intersession led by MPS Administrators and staff (who are paid a stipend), students are given the opportunity to participate in fun and interactive enrichment and physical education activities that pique their interest but also help build up leadership skills. Our intersession opportunities offer a safe and supportive environment that promotes active and engaged learning and skill building. The summer session focuses on learning enrichment and acceleration, credit recovery and makeup, bridge programs, social-emotional learning, mental health and life skills programs and includes day camps, overnight camps, field trips and STEAM excursions. Like our regular school days, summer school includes nine-hour days with before and after-school programs through our Expanding Learning Opportunities Program partners. Expanded learning activities (sport, field trips, excursions), and

programming cover a wide array of subject areas that are often not available in the school year (like robotics, engineering, gardening, theater, dance, and art). To the extent that demand in these programs exceeds capacity, student groups such as homeless, foster youth, SWD, and ELs are prioritized.

INSTRUCTIONAL DESIGN COMPONENTS: CONNECTION (SOCIALLY RESPONSIBLE GLOBAL CITIZENS)

CONNECTION
<ul style="list-style-type: none"> • Effective Communication • Global Citizenship
<ul style="list-style-type: none"> ▪ Community Schools/Whole Child Approach <ul style="list-style-type: none"> ▪ Social-Emotional Learning (SEL) and Character Education ▪ PBIS/Trauma-Informed Approach ▪ Home-School Connection ▪ Partnerships in the Community to Support Students and Families ▪ Global Focus <ul style="list-style-type: none"> ▪ World Languages ▪ International Visits, Trips, Speakers ▪ Community Service and Volunteerism

COMMUNITY SCHOOLS/WHOLE CHILD APPROACH

Social-Emotional Learning and Character Information

Recognizing the critical importance of Social-Emotional Learning (“SEL”) and mental and emotional health, our instructional methods explicitly incorporate practices that foster the well-being of our students. SEL competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, are interwoven into our curriculum. MPS has trained teachers and staff in both Los Angeles County Office of Education and Orange County Department of Education resources, and has utilized *The Zones of Regulation* curriculum, a proactive, skills-based and systematic framework that teaches students self-regulation and emotional control, as well as *Why Try*, a team of professionals offering free tools and resources to help students cultivate stress management, well-being and resilience.

MPS prioritizes creating a supportive and nurturing learning environment that addresses the social and emotional needs of our students, laying a foundation for positive mental and emotional health. MPS has mental health professionals at every school site, as well as partnerships with the Chicago School of Psychology and Los Angeles Institute for Restorative Practices.

Life Skills Program

Life Skills is an enrichment program embedded in Advisory that provides our students with valuable skills to support academic excellence and social skill development, and includes topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, instructional field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support our effort to inspire positive principles of conduct in future leaders. The program also enables all

students, including our most “at-promise” students, to have a vision and be more specific on their goals to be successful at school and during their life.

Positive Behavioral Intervention and Supports/Trauma-Informed Approach

MPS employs trauma-informed practices to ensure that our instructional methods are sensitive to the potential impact of trauma on our students. We find that many of our student population have encountered numerous “adverse childhood experiences” (“ACEs”) or traumas in their young lives. Particularly when multiple and/or ongoing ACEs are involved, students often exhibit a “flight, fight or freeze” response to stimuli that would not cause a similar reaction in a child who has not experienced ACEs. One of the fundamental components of our discipline framework is an emphasis on understanding students’ social/emotional needs, including a policy of compassionate communication. Teachers and staff work to help students develop a sense of belonging while cultivating critical communication, conflict resolution and character skills. Our faculty is trained to recognize and respond to the diverse experiences of our students, creating an atmosphere of understanding and support.

Trauma-informed teaching strategies are woven into the Magnolia approach, promoting resilience and fostering a sense of safety and belonging. All of our staff, led by the on-site Psychologist, participates in training on PBIS in our MTSS model (tiered interventions and supports for academic and psycho-social needs), such as the *CA MTSS Training Materials for Implementation*.¹²⁵ This self-paced, asynchronous course for educators includes:

- Deepen understanding of the What, Why, and How of CA MTSS
- Discover resources to support implementation of CA MTSS in your work as educators, support inclusive and equitable learning environments, and engage students and families in your community
- Collaborate with other educators to share practices that support the academic, behavioral and social-emotional success of all students
- Determine CA MTSS/LCAP alignment to support your work with students in order to enhance and implement LCAP and school site goals and services.¹²⁶

Teachers also participate in online training from the Crisis Prevention Institute (“CPI”), through a train-the-trainer model (i.e., our administrators are trained by CPI and in turn train our teachers). CPI offers *Classroom Practices*, emphasizing five core principles: calm and consistent, sustainable routines, first attention to best conduct, scripted interventions, and restorative approaches. CPI’s *Nonviolent Crisis Intervention* program includes Helping Educators Diffuse Difficult Conversations, Proactive Strategies for Facing Escalating Situations Alone, and Promoting Positive Behavior Using Person-Centered Supports.

At Magnolia, the following key practices aim to cultivate a safe and supportive environment for students and staff:

1. Welcoming Atmosphere - Greeting students at the door to create a warm and welcoming environment.
2. Predictable Routines - Establishing predictable routines in the classroom to provide a sense of stability for students.

¹²⁵ <https://ocde.instructure.com/courses/269>

¹²⁶ https://ocde.instructure.com/courses/269/pages/course-overview?module_item_id=14061

3. Staff Training - Conducting training sessions for staff to increase awareness of the signs of trauma and its effects on students.
4. Flexible Teaching Methods - Implementing flexible teaching methods that accommodate different learning styles and respond to individual student needs.
5. Mindfulness Practices - Incorporating mindfulness techniques to promote emotional regulation and reduce student stress.
6. Access to Counseling and Mental Health Services - Ensuring access to counseling and mental health services for students needing additional support.

Home-School Connection

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing their outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter students. Recognizing these facts, MSA-4 uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

MSA-4 is committed to conducting home visits to talk with students and their families about the Charter School, the student's goals and progress, and address family concerns. In 2024-25, MSA-4 administrators and teachers conducted home visits for 12 students.

We utilize ParentSquare to communicate with families, along with monthly newsletters from the school site. Principals also hold monthly "Coffee with the Principal" session for informal discussions with parents/guardians. Administrators also plan parent education workshops (in collaboration with MPS home office staff), including English lessons (for parents/guardians), computer/tech lessons, college readiness/prep, finance and more, led by MSA-4 or MPS staff, or one of our community partners.

Partnerships in the Community to Support Students and Families

MSA-4 believes that all change begins through partnerships between the home and school community. In our attempt to teach our students the values of community engagement, citizenship, and global awareness, we hope to engrain and cultivate a love for community, an understanding of the importance of our societal contributions, and a greater awareness of self, relative to the global community. In doing this, we affect change through our actions and interactions. The MPS family is committed to the growth and development of our students and the communities in which they live, in order to enrich the global society.

Magnolia Science Academy 4 (MSA 4) has built a robust network of partnerships with colleges, community organizations, healthcare providers, and industry leaders to support student learning, well-being, and career readiness. These collaborations offer students academic enrichment, mental health resources, college prep, STEM exposure, and social-emotional support.

MSA 4's dual enrollment program with West Los Angeles College allows students to earn college credits through a range of courses, with examples including Anthropology, Environmental Science, and Communication Studies and numerous others over the years. Likewise, throughout this charter term, partnerships with UCLA's MESA, SLAM, and College Corps have offered mentorship, research opportunities, and college readiness workshops focused on STEM and leadership.

Through LA Works, the Charter School has engaged staff, students, and families in improving campus aesthetics. For mental health, MSA 4 has partnered with Care Solace, Venice Family Clinic, NAMI, NCADD, and LA Care Health to provide therapy referrals, medical services, education, and substance abuse prevention.

The Charter School has also worked with a wide range of nonprofits to support families in crisis. Community Resource Center West LA offers counseling and housing help; The Center of Hope and LA Wildfire Relief aid those affected by disasters; The Book Foundation donates books; and the LA Food Bank ensures food security.

Health education is promoted through partners like YVape and LA Care, offering workshops and screenings. Collaboration with LAPD and the West LA Division promotes student safety and positive police engagement.

Field Trips and Guest Speakers for Motivation

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

When students meet guest speakers or professionals during our field trips that come from the same community or culture and look like them, they find new role models. Field trips may be directly related to specific, academic curricula, or they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

GLOBAL FOCUS

World Languages

The World Languages program at MSA-4 is designed to offer students a comprehensive language learning experience. Middle school students (Grades 6-8) pursue their language study with a focus on building proficiency, delving into more complex grammatical structures, and engaging in cultural studies and projects. In high school (Grades 9-12), students have the opportunity to take advanced language courses, explore literature and culture, and choose elective options based on their interests. MSA-4 currently offers Spanish for our high school students. Cultural enrichment is a key aspect, involving events, festivals, guest speakers, and potential collaborations with native speakers or exchange programs. The program also emphasizes assessment of language proficiency, potential certifications, and recognition of achievements. Extracurricular activities such as language clubs, conversation groups, and multicultural events further enhance the overall language learning experience at MSA-4, with stakeholder input (e.g., the Parent Task Force, English Learner Advisory Committee, the annual LCFF process, annual stakeholder surveys, and more informal feedback).

International Visits, Trips, Speakers

In keeping with our belief that all of our students must be prepared for a globalized economy and diverse workforce that is connected around the world, MPS places a significant emphasis on global engagement through various enrichment programs. These opportunities provide students with

enriching experiences beyond the classroom, fostering cultural awareness and a global perspective. International visits and trips offer students the chance to explore different countries, immerse themselves in diverse cultures, and gain first-hand knowledge of global issues. While student trips necessarily are dependent on funding availability, our oldest students especially are given opportunities to travel with their MSA-4 peers and faculty, and also learn about educational opportunities and trips that they may participate in over the summers, including competitive, scholarship-based opportunities. Expert guest speakers, hailing from various career areas, further enhance the educational experience by sharing their unique insights and experiences. These initiatives not only broaden students' horizons but also contribute to a well-rounded education that prepares them to navigate an increasingly interconnected and multicultural world.

Community Service and Volunteerism

MSA-4 high school students engage in community service to develop and demonstrate crucial life skills. This helps students gain “real life” experience and develop responsibility, caring and respect for others. Students are required to earn 40 hours (or the equivalent of 10 hours per year of high school enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year. Students in all grade levels have myriad volunteer opportunities, both in organized groups with their classes as well as notices about opportunities in the community.

CURRICULUM AND INSTRUCTION

All curricula at MSA-4 is based on the State Standards. Teachers use the state-published Frameworks for Instructional Design in developing curriculum pacing and lesson plans.

In grades 6 through 8, students are required to take core classes in Mathematics, Science, English Language Arts and History-Social Science. All middle grade students also enroll in a daily Silent Sustained Reading (“SSR”) class. Electives are offered in Math and ELA (for additional support or challenge), World Languages, Visual and Performing Arts, Physical Education, Computers and Technology, and other electives. MSA-4’s offerings also include a 30-minute daily Advisory period, during which students develop social-emotional skills to navigate challenges and develop healthy habits.

Mathematics

The math curriculum at Magnolia is based on the *California Common Core State Standards: Mathematics* and reflects the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

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

Math instruction at MPS focuses deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the

mathematics classroom. Coherence is provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at MPS meets the challenges of the twenty-first century through innovation.

MPS offers a traditional math pathway of courses, aligned with CCSS Math standards and “best practices” in math learning and instruction.¹²⁷ In determining the mathematics course placement for entering students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

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

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

Pathway	Grade 6	Grade 7	Grade 8
Regular Pathway	Math 6	Math 7	Math 8
Accelerated Pathway 1	Math 6	Accelerated Math 7/8	Algebra I
Accelerated Pathway 2	Accelerated Math 6/7	Algebra I	Geometry

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

MATHEMATICS	
MATH 6 <i>(core and/or college preparatory)</i>	MATH 7 <i>(core and/or college preparatory)</i>

¹²⁷ Depending on students’ math backgrounds and surrounding schools’ pathways, MPS may elect to follow an integrated mathematics pathway over the traditional mathematics pathway where Algebra I, Geometry, Algebra 2, AP Precalculus and math electives.

<p>In grade six, instructional time should focus on four critical areas: (1) connecting ratio, rate, and percentage to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students also work toward fluency with multi-digit division and multi-digit decimal operations.</p>	<p>In grade seven instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships, including percentages; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students also work towards fluently solving equations of the form $px + q = r$ and $p(x + q) = r$.</p>
<p>MATH 8 <i>(core and/or college preparatory)</i></p>	<p>ACCELERATED MATH 6/7 <i>(core and/or college preparatory)</i></p>
<p>In grade eight, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem. Students also work towards fluency with solving simple sets of two equations with two unknowns by inspection.</p>	<p>This course compacts 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p>
<p>ACCELERATED MATH 7/8 <i>(core and/or college preparatory)</i></p>	
<p>This course differs from the non-accelerated 7th grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p>	

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

Science

The Charter School curriculum is based on the state framework and state standards following Next Generation Science Standards. Students at MSA-4 explore NGSS-aligned Disciplinary Core Ideas (“DCI”) in Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science in the cross-curricular units and programs. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas that provide more organizational development of the core idea.

The science program at MSA-4 uses hands-on science curriculum that is formulated using inquiry-based research topics. From the earliest grades, students experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The middle school curriculum will ensure that science is integrated into the lessons and activities.

Inquiry and exploration are the basis of each curriculum unit in science classes. Key questions are given to students, and the emphasis is on the process and the questions to be asked, rather than focusing on a finite answer or “drill and kill” activities. Students build on their understanding of science concepts, learn to apply the scientific method, and use technology in laboratory explorations and experimentation. In the process, depth over breadth is emphasized and students become self-reliant, independent problem-solvers. We employ an integrated science curriculum, in accordance with the NGSS. Courses are designed to focus on development of a “scientific mind” through student use of scientific strategies. This process takes place within each unit of study via the students hypothesizing, researching, experimenting, observing and inferring.

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

Beyond the core curriculum, MSA-4 will provide additional science electives to middle school students, pending funds availability and student interest. Students will have the opportunity to participate in Science Olympiads and the MPS STEAM Expo/Maker Fair. Students at MSA-4 will also have off-campus field trip experiences and meet with professionals in STEAM areas during these instructional field trips or through guest speakers on campus. These enrichment opportunities aim to nurture curiosity, creativity, and a love for exploration, including empowering girls for success in STEAM fields.

English Language Arts

The English Language Arts curriculum is literature-based and emphasizes skills and knowledge students need as readers, writers, speakers, and listeners in the 21st century. Students taking advanced world language electives (e.g., Spanish) will also be encouraged to study literary works written in that language. Fluent reading and strong comprehension skills are the focus of the MSA-4 curriculum. Teachers will emphasize close reading and informational text.

Beginning in grade 6, the middle school English Language Arts courses will utilize curriculum which has been adopted by the California State Board of Education, such as McGraw Hill's StudySync. The ELA curriculum is designed to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards. Students will be regularly tasked with extended writing tasks, and growth will be monitored via formative and summative assessments. Furthermore, reading, writing, speaking, and listening skills practice will be integrated into all subject areas, including elective courses.

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

ENGLISH LANGUAGE ARTS	
ENGLISH LANGUAGE ARTS 6 <i>(core and/or college preparatory)</i>	ENGLISH LANGUAGE ARTS 7 <i>(core and/or college preparatory)</i>
This course develops students' reading, writing, speaking, and listening skills through a variety of literary and informational texts. Students analyze themes, structure, and language in novels, short stories, poetry, and nonfiction, while practicing evidence-based writing in both narrative and expository forms. Emphasis is placed on expanding vocabulary, improving grammar and usage, and refining the writing process from planning through revision. Class discussions, presentations, and collaborative projects foster critical thinking and communication skills essential for academic success.	This course challenges students to engage more deeply with complex texts and to express their ideas with clarity and precision. Students explore diverse literature and nonfiction works, examining how authors develop themes, characters, and arguments. Writing instruction focuses on crafting well-organized essays, building strong thesis statements, and supporting claims with relevant evidence. Vocabulary development, grammar study, and research skills are integrated throughout the curriculum. Speaking and listening activities encourage

	students to articulate and defend their viewpoints in both formal and informal settings.
ENGLISH LANGUAGE ARTS 8 <i>(core and/or college preparatory)</i>	
This course covers prepares students for the rigors of high school English by honing analytical reading, advanced writing, and effective communication skills. Students study a range of classic and contemporary literature, exploring literary devices, tone, and thematic depth. Writing assignments emphasize argumentative, analytical, and narrative forms, with a focus on refining style, organization, and voice. Research projects, debates, and presentations strengthen students' ability to synthesize information and present ideas persuasively. The course also reinforces grammar, vocabulary, and language conventions to support clear, precise expression.	
ENGLISH LANGUAGE DEVELOPMENT <i>(non-core and non-college preparatory)</i>	
The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs and cultures of people in the United States.	

Sustained Silent Reading (SSR) Program

In grades 6 through 8, all students participate in Sustained Silent Reading for 30 minutes per day, every day.

SUSTAINED SILENT READING PROGRAM	
SUSTAINED SILENT READING (SSR) PROGRAM <i>(non-core and non-college preparatory)</i>	
MSA-4 uses a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.	

History/Social Science

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

History/Social Science courses at MSA-4 use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies, social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world.

Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

HISTORY/SOCIAL SCIENCE	
HISTORY/SOCIAL SCIENCE 6 <i>(core and/or college preparatory)</i>	HISTORY/SOCIAL SCIENCE 7 <i>(core and/or college preparatory)</i>
This course introduces students to the study of ancient civilizations and the foundations of human societies. Students explore the geographic, political, economic, religious, and cultural developments of early civilizations in Mesopotamia, Egypt, the Indus Valley, China, Greece, and Rome. Through analysis of primary and secondary sources, students examine how geography influenced settlement patterns, how belief systems shaped cultures, and how innovations contributed to societal growth. The course emphasizes historical inquiry, critical thinking, and the connections between ancient history and the modern world.	This course examines world history from the fall of the Roman Empire through the Age of Exploration. Students study the social, cultural, political, and economic changes in regions such as Europe, Africa, Asia, and the Americas during the medieval and early modern periods. Topics include the rise and interaction of civilizations, the spread of religions, the development of trade networks, and the impact of technological advancements. Students analyze historical evidence, evaluate differing perspectives, and draw connections between past events and contemporary issues.
HISTORY/SOCIAL SCIENCE 8 <i>(core and/or college preparatory)</i>	
This course focuses on United States history from the colonial period through Reconstruction. Students investigate the origins and development of American democracy, the causes and consequences of the American Revolution, the creation of the U.S. Constitution, westward expansion, and the Civil War. Emphasis is placed on analyzing primary documents, understanding multiple perspectives, and evaluating how historical events have shaped the nation's identity. The course fosters critical thinking, civic literacy, and an understanding of the enduring principles and challenges of American democracy.	

WORLD LANGUAGES

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

LANGUAGE OTHER THAN ENGLISH	
Spanish 6 <i>(core and/or college preparatory)</i>	Spanish 7 <i>(core and/or college preparatory)</i>
This is an introductory course designed to help students begin communicating in Spanish and develop a foundational understanding of Spanish-speaking cultures. Students learn basic grammar, sentence structure, and essential vocabulary to read, write, speak, and comprehend at a beginner level. The course incorporates cultural exploration through art, music, traditions, and history from Spain and Latin America, fostering	This is an intermediate course that builds on the skills developed in Spanish 6, expanding students' vocabulary, grammar knowledge, and ability to communicate effectively. Students engage in more complex conversations, read and write longer passages, and practice listening comprehension through authentic materials. Cultural studies deepen as students explore literature, customs, and historical perspectives

both language skills and cross-cultural awareness. Emphasis is placed on practical communication, pronunciation, and confidence in using the language in everyday situations.	from a variety of Spanish-speaking countries. The course emphasizes greater fluency, accuracy, and the ability to express ideas on familiar topics in both spoken and written Spanish.
Spanish 8 <i>(core and/or college preparatory)</i>	
<p>This course strengthens and refines students' Spanish language proficiency while expanding their cultural understanding. Students develop greater fluency and confidence in speaking, listening, reading, and writing through thematic units and authentic resources. Grammar instruction focuses on more advanced structures, and vocabulary is broadened to support richer self-expression. Cultural exploration includes in-depth studies of art, literature, historical events, and contemporary issues in Spanish-speaking countries, fostering both linguistic competence and global awareness.</p>	

Visual & Performing Arts

In grades 6 through 8, students will be able to select "Fundamentals of Art" with new curriculum each year for students who would like to take the elective more than once.

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

Health and Physical Education

In grades 6 through 8, students are offered Health and Physical Education courses as electives.

HEALTH AND PHYSICAL EDUCATION
PHYSICAL EDUCATION <i>(core and/or college preparatory)</i>
<p>A general physical education course that promotes physical fitness, skill development, and healthy lifestyle habits through a variety of individual and team activities. Students learn and refine fundamental movement skills, apply strategies in a range of sports, and participate in fitness exercises that build cardiovascular endurance, muscular strength, flexibility, and coordination. The curriculum incorporates health topics such as nutrition, injury prevention, and the benefits of lifelong physical activity, while fostering teamwork, sportsmanship, leadership, and personal responsibility for fitness and well-being.</p>

Study Skills Program

In grades 6 through 8, students are offered Study Hour for two hours per week.

STUDY SKILLS
STUDY HOUR <i>(non-core and non-college preparatory)</i>
During study hour students work on homework assignments for their classes and do SBAC test prep activities.

Computers & Technology

MSA-4 implements computer literacy and computer science programs. In grades 6 through 8, students are offered Computers & Technology courses as elective.

COMPUTERS & TECHNOLOGY
MAKERSPACE <i>(core and/or college preparatory)</i>
This is a hands-on STEM course that fosters creativity, problem-solving, and innovation through project-based learning. Students design, build, and test a variety of creations while applying concepts from science, technology, engineering, and mathematics. The course encourages critical thinking, collaboration, and iterative design, allowing students to explore their ideas from concept to completion. Emphasis is placed on exploration, experimentation, and the development of skills that prepare students for future studies in STEM fields and beyond.
INTRODUCTION TO COMPUTER SCIENCE <i>(core and/or college preparatory)</i>
A generalized computer course that acquaints students with problem-solving methods, algorithm development, structured programming, and modular system design. Students are taught about abstract data structures, techniques for data manipulation and other fundamental concepts, such as recursion. Computer coding and program structure are often introduced using BASIC or another computer language such as C or Pascal. The course may provide opportunities to apply the learned skills to relevant applications, such as modeling, data management, graphics, and text processing. Students learn about computer organization, from digital logic and microprogramming through machine and assembly language.
ROBOTICS <i>(core and/or college preparatory)</i>
This course provides students with foundational knowledge of programming and computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools. Other areas of the sector could be introduced such as software design, networking, game design, information support, and topics like artificial intelligence, and robotics. Social issues in ICT will be introduced such as hacking and cybersecurity, social media usage and protecting personal information, the digital divide, open government data, and ethical computing.

HIGH SCHOOL CURRICULUM

High school curriculum offers courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, and in accordance with UC/CSU A-G

requirements, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma (see Graduation Requirements, below). All courses described below are one full year unless otherwise noted.

Mathematics

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

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

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Regular Pathway	Algebra I	Geometry	Algebra 2	Electives *
Accelerated Pathway 1	Geometry	Algebra 2	Electives *	Electives *
Accelerated Pathway 2	Algebra 2	Electives *	Electives *	Electives *

* Electives in Mathematics include Precalculus, Introduction to Data Science, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

MATHEMATICS COURSES	
ALGEBRA I <i>(core and/or college preparatory)</i>	GEOMETRY <i>(core and/or college preparatory)</i>
The main purpose of Algebra I is to develop students fluency with linear, quadratic and exponential functions. The critical areas of instruction involve deepening and extending students understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using exponential and quadratic functions. Some	The fundamental purpose of the Geometry course is to introduce students to formal geometric proof and the study of plane figures, culminating in the study of right triangle trigonometry and circles. Students begin to prove results about the geometry of the plane formally, by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right

<p>of the overarching ideas in the Algebra I course include: the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.</p>	<p>triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebraic concepts with geometric ones. Students explore probability concepts and use probability in real-world situations. The major mathematical ideas in the Geometry course include geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-triangle trigonometry, and probability.</p>
<p>ALGEBRA II <i>(core and/or college preparatory)</i></p>	<p>INTEGRATED MATH IV <i>(core and/or college preparatory)</i></p>
<p>The purpose of this course is to extend students understanding of functions and the real numbers, and to increase the tools students have for modeling the real world. They extend their notion of number to include complex numbers and see how the introduction of this set of numbers yields the solutions of polynomial equations and the Fundamental Theorem of Algebra. Students deepen their understanding of the concept of function and apply equation-solving and function concepts to many different types of functions. The system of polynomial functions, analogous to the integers, is extended to the field of rational functions, which is analogous to the rational numbers. Students explore the relationship between exponential functions and their inverses, the logarithmic functions. Trigonometric functions are extended to all real numbers, and their graphs and properties are studied. Finally, students statistics knowledge is extended to understanding the normal distribution, and they are challenged to make inferences based on sampling, experiments, and observational studies.</p>	<p>This course provides the opportunity for students to study limits, rates of change, how area relates to integrals, permutations and combinations, mathematical induction, logarithmic functions, composite and inverse functions, periodic functions, vectors, linearizing data, polynomial and rational functions, complex numbers, binomial distributions, space geometry, informatics (the mathematics of databases and search engines, cryptography, error-correcting codes, data compression), problem solving, algorithms, and spreadsheets. The instruction features a problem centered approach that emphasizes the connections between algebra, geometry, statistics and discrete mathematics.</p>
<p>PRE-CALCULUS A/B <i>(core and/or college preparatory)</i></p>	<p>In Precalculus, students extend their work with complex numbers begun in Mathematics III or Algebra II to see that the complex numbers can be represented in the Cartesian plane and that operations with complex numbers have a geometric interpretation. They connect their understanding of trigonometry and the geometry of the plane to express complex numbers in polar form. Students begin working with vectors. Students also work with matrices, their operations, and find inverse matrices. They see the connection between matrices and transformations of the plane. Students use matrices to represent and solve linear systems. Students extend their work with trigonometric functions, investigating the reciprocal functions secant, cosecant, and cotangent and their graphs and properties. They find inverse trigonometric functions by appropriately restricting the domains of the standard trigonometric functions and use them to solve problems that arise in modeling contexts. Students add ellipses and</p>

hyperbolas to their work. They also work with polar coordinates and curves defined parametrically and connect these to their other work with trigonometry and complex numbers. Finally, students work with more complicated rational functions, graphing them and determining zeros, y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points.

INTRODUCTION TO DATA SCIENCE A/B

(core and/or college preparatory)

This course is an introduction to the practice of data science: reasoning about the world with data. The main goal of the course is to teach students to think critically about and with data. This new and innovative curriculum meets the Common Core State Standards (CCSS) for High School Statistics and Probability, relevant second-year Algebra probability standards, the Modeling standard, and other relevant mathematics standards. Students authentically apply the Standards for Mathematical Practice throughout the course. The course will develop the tools, techniques and principles for reasoning about the world with data, with a special emphasis on data collected through participatory sensing, an emergent and important data type encountered in many disciplines, including business, biology, engineering, and statistics. The use of participatory sensing data will put data collection into the hands of students, and as a consequence, students will function as researchers making truly original discoveries about the real world. Students will learn to generate hypotheses, to fit statistical and mathematical models to data, to implement these models algorithmically, and to evaluate how well these models fit reality. The course will rely on R, an open-source programming language that has long been the standard for academic statisticians and analysts in industry. Through R, students will learn to compute with data to develop graphical and numerical summaries to both communicate findings and to generate further exploration.

PERSONAL FINANCE

(core and/or college preparatory)

This course equips students with the knowledge and skills needed for lifelong financial wellness. Students learn how to manage bank accounts, create and follow a budget, understand factors that influence take-home pay, use credit responsibly, and manage debt. The course also covers loans and financial aid options, strategies for repayment, and the role of insurance in protecting personal assets. Through practical, real-world applications, students develop the confidence and capability to make informed financial decisions in their personal and professional lives.

Laboratory Science

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

LABORATORY SCIENCE COURSES	
PHYSICS A/B <i>(core and/or college preparatory)</i>	BIOLOGY A/B <i>(core and/or college preparatory)</i>
The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure.	This laboratory course explores the origins, organization, reproduction, genetics, growth, development, evolution, behavior, and interdependence of living things.
CHEMISTRY A/B	

<i>(core and/or college preparatory)</i>
This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles.

LABORATORY SCIENCE ELECTIVES	
ENVIRONMENTAL SCIENCE A/B <i>(core and/or college preparatory)</i>	MARINE BIOLOGY A/B <i>(core and/or college preparatory)</i>
This course uses an interdisciplinary approach to examine the interrelationship between organisms and their physical environment. Students gain an awareness and understanding about ecological concepts and current environmental issues regarding air quality, water resources, energy resources, integrated water management, and human and natural communities.	A course designed for students seeking a greater knowledge of the sea. Laboratory experiences and field work are important parts of the course. Students investigate both physical and biological aspects of the ocean. Marine Science is another name used to identify the course.

English Language Arts

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

ENGLISH	
ENGLISH 9 A/B <i>(core and/or college preparatory)</i>	ENGLISH 10 A/B <i>(core and/or college preparatory)</i>
English 9 builds upon the students- prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.	English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.
ENGLISH 11 A/B <i>(core and/or college preparatory)</i>	ENGLISH 12 A/B <i>(core and/or college preparatory)</i>
English 11 continues to develop students writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.	English 12 blends composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.
ENGLISH LANGUAGE DEVELOPMENT A/B <i>(non-core and non-college preparatory)</i>	
This course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more	

comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs and cultures of people in the United States.

History/Social Science

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

HISTORY/SOCIAL SCIENCE CORE COURSES	
WORLD HISTORY A/B <i>(core and/or college preparatory)</i>	U.S. HISTORY A/B <i>(core and/or college preparatory)</i>
<p>This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.</p>	<p>This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.</p>
ETHNIC STUDIES <i>(core and/or college preparatory)</i>	
<p>This course includes an in-depth study of ethnic groups, including their history, culture, achievements, contributions, barriers and strategies to overcome these barriers, and status in the United States. Ethnic studies courses present students with an opportunity to learn about the characteristics of America's ethnic groups and the similarities and differences of these groups in both their past and present experiences from multiple perspectives. Students learn that Americans, as descendants of many cultures, races, religions, and ethnic groups are bonded by a democratic vision of liberty, equality, and justice.</p>	
AMERICAN GOVERNMENT <i>(core and/or college preparatory)</i>	
<p>Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.</p>	
ECONOMICS <i>(core and/or college preparatory)</i>	

In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This course enriches students' understanding of the operation and institutions of economic systems. Topics include Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics, and International Economic Concepts.

Language Other Than English

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

LANGUAGE OTHER THAN ENGLISH	
SPANISH 1-2-A/B <i>(core and/or college preparatory)</i>	SPANISH 3 A/B <i>(core and/or college preparatory)</i>
This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.	This course focuses on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech. The course teaches students to appreciate Spanish and Latin American cultures by acquainting students with the art, literature, customs, and history of the Spanish-speaking people.
AP SPANISH LITERATURE AND CULTURE A/B <i>(core and/or college preparatory)</i>	
The course is designed to parallel a third-year college-level introductory Spanish literature course. AP Spanish Literature covers representative works from the literature of Spain and the Spanish-speaking people of Latin America. The course builds upon the students' Spanish-language proficiency so that they are able to read and understand moderately difficult prose, express critical opinions, and provide literary analyses of Spanish works in oral or written form.	
AP SPANISH LANGUAGE AND CULTURE A/B <i>(core and/or college preparatory)</i>	
The course is designed to parallel third-year college-level courses in Spanish composition and conversation. Building upon students' prior knowledge of Spanish, the course develops the students' ability to understand and express themselves accurately, coherently, and fluently in Spanish. In the course, students develop a large enough vocabulary to understand literary texts, magazine/newspaper articles, films, and television productions.	

Computers & Technology

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

COMPUTERS & TECHNOLOGY
MESA

(core and/or college preparatory)

Mathematics Engineering Science Achievement (MESA) courses typically cover topics that foster early interest in math and science and prepares California middle and high school students for college in science, technology, engineering and math (STEM) majors. MESA courses present students with the opportunity to create STEM projects, participate in competitions, and explore STEM careers.

INTRODUCTION TO DATA SCIENCE***(core and/or college preparatory)***

This course is an introduction to the practice of data science: reasoning about the world with data. The main goal of the course is to teach students to think critically about and with data. This new and innovative curriculum meets the Common Core State Standards (CCSS) for High School Statistics and Probability, relevant second-year Algebra probability standards, the Modeling standard, and other relevant mathematics standards. Students authentically apply the Standards for Mathematical Practice throughout the course. The course will develop the tools, techniques and principles for reasoning about the world with data, with a special emphasis on data collected through participatory sensing, an emergent and important data type encountered in many disciplines, including business, biology, engineering, and statistics. The use of participatory sensing data will put data collection into the hands of students, and as a consequence, students will function as researchers making truly original discoveries about the real world. Students will learn to generate hypotheses, to fit statistical and mathematical models to data, to implement these models algorithmically, and to evaluate how well these models fit reality. The course will rely on R, an open-source programming language that has long been the standard for academic statisticians and analysts in industry. Through R, students will learn to compute with data to develop graphical and numerical summaries to both communicate findings and to generate further exploration.

Visual & Performing Arts

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

VISUAL & PERFORMING ARTS ELECTIVES**GENERAL ART A/B*****(core and/or college preparatory)***

This is a basic course in the fundamentals of art expression taught to the proficient and/or advanced visual arts standards. In grades seven through twelve, the course may include experiences in drawing, painting, two- and three-dimensional design, and sculpture. The course emphasizes observations, interpretation of the visual environment, and imagination and symbolic subjects. Included are application of the elements and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.

MUSIC A/B***(core and/or college preparatory)***

Music will provide students with the opportunity to gain a broad understanding of music as a performance art form that runs deep in humanity by working towards discerning music's evolution via its history, comprehending the foundations of music theory, through learning to play scales, notes, chords, and songs on an instrument of their choosing, and will gain appreciation for the connections that exist between individuals, cultures, and societies at large as they learn to respond and critique the various aspects of music as an art form. Music will provide students the opportunity to develop confidence and fluency in creative expression by acquiring the skills and knowledge required to create, produce, perform and present musical works. This will involve learning of scales, notes,

chords, cover songs and original songs through active practice, rehearsals, and production of both recorded and live performances.

THEATRE/PLAY PRODUCTION

(core and/or college preparatory)

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

Physical Education

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

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

Advisory

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

ADVISORY PROGRAM
ADVISORY 9-10-11-12 A/B <i>(non-core and non-college preparatory)</i>
Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Study Skills Program

In grades 9 through 12, students are offered Study Hour for two hours per week.

STUDY SKILLS
STUDY HOUR <i>(non-core and non-college preparatory)</i>
During study hour students work on homework assignments for their classes and do SBAC test prep.

Service Program

Seniors who complete their required credits before Spring of senior year are offered a Service course.

SERVICE
SERVICE <i>(non-core and non-college preparatory)</i>
Students perform various instruction-related functions other than those listed in the State Course Codes, including teacher aide, administrative aide, and library aide.

Engineering

NGSS and the new CA Science Framework includes Engineering as a Disciplinary Core Idea in teaching science. MPS science teachers use McGraw Hill Integrated Science (iScience) curriculum which encompasses engineering design and engineering principals in alliance with the national science framework. Therefore, in MPS all students learn about engineering design, technology, and applications of science as part of their core classes.

MSA-4 offers a curriculum and educational plan that addresses all areas of STEAM. Our high school students take three years of science, while two are required, with a fourth year available as an elective. Additional science electives that promote Engineering are offered to middle school students such as Introduction to Computer Science and Makerspace, and additional high school courses that promote Engineering include MESA and Introduction to Data Science.

Technology is a key component to our instructional delivery model, with each room equipped with laptops (1:1 student to computer ratio) and a blended learning model being utilized in many classrooms.

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

As detailed throughout the “Instructional Design” section above, Magnolia Public Schools distinguishes itself from other schools by incorporating an extraordinary support program that includes home visits, extended learning (before and after-school, weekends and school vacations) and parent and community engagement. Data-driven instruction, differentiation, and targeted interventions support students in achieving success. Our unique College Mentorship Program, Life Skills and College Readiness classes help students plan for college, stay on track and get equipped with necessary skills/credentials for a desired college major.

INTERVENTION AND ENRICHMENT PROGRAMS

Please see the section below on Students with Special Needs, as well as the enrichment electives detailed above.

CURRICULAR AND INSTRUCTIONAL MATERIALS

MSA-4 utilizes California State Board of Education adopted instructional materials aligned with CCSS. The MPS Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Current curricula includes:

Math: HMH Into Math; Enrichment/Intervention: HMH Into Math, IXL,, and Khan Academy, AP Calculus: Larson & Battaglia - Cengage Learning, AP Calculus BC: Rogawski & Cannon - Freeman

Science: McGraw Hill; Integrated Inspire Science California Inspire; Glencoe Science; AP Biology: Campbell & Reece (8th Edition)

English Language Arts: McGraw Hill; McGraw Hill StudySync (6-12); AP English

ELD: McGraw Hill: StudySync ELD component

Social Science: McGraw Hill, Networks (6-12)

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

COMPREHENSIVE COURSE LIST

Below are the courses that MSA-4 expects to offer in the upcoming charter term. Course offerings and descriptions may be adjusted to address student needs and interests, align with teacher availability and expertise, or reflect updates to adopted curriculum materials.

MSA-4 Middle School Courses	
Name	Grade
Sustained Silent Reading (SSR)	6th, 7th, 8th
ELD - English Language Development	6th, 7th, 8th
Study Hour	6th, 7th, 8th
English Language Arts 6	6th
English Language Arts 7	7th
English Language Arts 8	8th
Grade 6 Math - Common Core	6th
Grade 7 Math - Common Core	7th
Grade 8 Math - Common Core	8th
Accelerated Math 6/7	6th
Accelerated Math 7/8	7th
History - Social Science 6	6th
History - Social Science 7	7th
History - Social Science 8	8th
Science 6	6th
Science 7	7th
Science 8	8th
Physical Education	6th, 7th, 8th
Introduction to Computer Science	7th
Makerspace	8th
Robotics	6th, 7th, 8th
Fundamentals of Art	6th, 7th, 8th
Spanish 6	6th
Spanish 7	7th
Spanish 8	8th

MSA-4 High School Courses	
Name	Grade
Advisory	9th, 10th, 11th, 12th
English Language Development (ELD)	9th, 10th, 11th, 12th
Study Hour	9th, 10th, 11th, 12th
Service	12th
English 9 ^{*^}	9th
English 10 ^{*^}	10th
English 11 ^{*^}	11th
English 12 ^{*^}	12th
Algebra I ^{*^}	9th
Geometry ^{*^}	10th
Algebra II ^{*^}	11th
Pre-Calculus ^{*^}	11th, 12th
Integrated Math IV - Common Core ^{*^}	12th
Personal Finance ^{*^}	10th, 11th, 12th
Intro to Data Science ^{*^}	12th
American Government ^{*^}	12th
United States History ^{*^}	11th
World History ^{*^}	10th
Economics ^{*^}	12th
Ethnic Studies ^{*^}	11th
Biology ^{*^}	10th, 11th, 12th
Chemistry ^{*^}	10th, 11th, 12th
Physics ^{*^}	10th, 11th, 12th
Environmental Science ^{*^}	9th
Marine Biology ^{*^}	10th, 11th, 12th
MESA ^{*^}	10th, 11th, 12th
Physical Education I - HS [^]	9th
Physical Education II - HS [^]	10th
General Art ^{*^}	9th, 10th, 11th, 12th
Music ^{*^}	9th, 10th, 11th, 12th
Theatre/Play Production ^{*^}	9th, 10th, 11th, 12th
Spanish 1 ^{*^}	9th
Spanish 2 ^{*^}	10th
Spanish 3 ^{*^}	11th
AP Spanish Literature & Culture ^{*^}	11th, 12th
AP Spanish Language & Culture ^{*^}	11th, 12th

Courses marked with (*) will meet A-G requirements

Courses marked with (^) will meet graduation requirements

INSTRUCTIONAL METHODS AND STRATEGIES

Our instructional methods and strategies, all research-based and proven successful with diverse student populations including the students we serve across MPS, are thoughtfully designed to meet the multifaceted needs of our learners. All MSA-4 faculty members will utilize the Understanding By Design model to backward plan instruction, incorporating differentiation to support students with specific

needs. Drawing inspiration from the detailed description of our model contained in the charter petition, as well as influential works such as Alan Blankstein's "Failure Is Not an Option," Dr. Robert Marzano's "Classroom Management That Works," Carol Ann Tomlinson's "How To Differentiate Instruction In Mixed-Ability Classrooms," Doug Lemov's "Teach Like A Champion," Zaretta Hammond's "Culturally Responsive Teaching and The Brain," and incorporating principles of Universal Design for Learning, Multi-Tiered System of Supports, techniques from the "Get Better Faster" framework, and placing a heightened focus on SEL, mental and emotional health, and trauma-informed practices, our faculty is exceptionally equipped with evidence-based strategies for effective teaching.

We place a robust emphasis on integrating the curriculum through cross-disciplinary learning on a daily basis. Teachers are dedicated to making learning not only relevant and engaging but also emotionally supportive by adopting a constructivist, project-based approach, as detailed above in the section, Instructional Design. This involves frequent connections to real-world applications, incorporating inquiry, research, reflection, problem-solving, and critical thinking into our instructional methods. As students master content, they are concurrently guided in developing essential learning skills. Our instruction is deeply rooted in thematic integrated approaches, incorporating application-oriented activities such as projects that draw from ELA, science, math, history, the arts, computer/technology, and more. This interactive and collaborative approach ensures that assignments are meaningful, engaging, and concepts are authentic. Moreover, UDL provides a framework for creating flexible and inclusive learning environments that cater to the diverse needs of all students. By incorporating UDL principles, our instructional methods are designed to be accessible to learners with varying abilities and learning styles, ensuring that every student can actively participate and succeed in the learning process.

Additional aspects of our model and strategies such as MTSS, CLRT practices, social-emotional learning embedded throughout the program both explicitly and implicitly, and leveraging technology – especially adaptive learning programs – all help us ensure that each individual student is met where their needs are, with differentiation in how learning is structured, delivered and demonstrated.

HOW THE CHARTER SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE STATE STANDARDS

All courses have been designed in alignment with the State Standards. Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the State Standards, and designing lesson plans that ensure alignment to the State Standards.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

At MSA-4, every teacher has access to dedicated computers in their own classrooms to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access is available at MSA-4. Teachers use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Renaissance Learning, Khan Academy, just to name a few. Furthermore, the Charter School utilizes computers to support instructional and managerial operations, such as conveying online grading and attendance information, online homework, and student progress reports for parents using the Infinite Campus, school information system.

During intervention, teachers use educational materials that provide review, re-teach and enrichment

programs. McGraw Hill Publisher's resources, Khan Academy, English 3D, HHM Into Math/Into AGA allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on State Standards/framework which have not been achieved.

Students at MSA-4 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-4 encourages parents' active use of school's technology resources by offering free tutorial sessions on how to track student's performance using Infinite Campus and providing computer access to all parents. MSA-4 is aware of the fact that, given its target population, a high percentage of students may have either limited access or no access to a computer outside the Charter School. MSA-4's computer science curriculum is designed for students with limited computer experience. Students requiring extra time with a computer have the opportunity to visit the computer lab after school.

GRADUATION REQUIREMENTS

Our mission is that 100% of middle school students will complete courses in grades 6-8 in three years passing with a grade of "C" or better and that all high school students will pass all required courses and electives with a grade of "C" or better to graduate in four years with *more than* the required minimum of 200 credits. Credits are earned on a semester basis in high school with each course worth five (5) credits per semester (i.e., a year-long course is worth 10 credits). All pertinent high school courses will be submitted to UC Doorways and are A-G approved.

MSA-4 offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the UC/CSU A-G requirements. Specific requirements will include:

- at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. These credits can be earned in middle school, but year requirements still apply. See below.
- enrollment in a math course for at least two years in grades 9-12 for a standard diploma (state requirement) and at least three years in grades 9-12 for an advanced or honors diploma. For example; a student may take Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.
- in order to participate in any senior activities (prom, grad night, senior picnic, and graduation), students must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of senior year.
- students have to fulfill all of the graduation requirements to participate in the Graduation Ceremony.

In accordance with Education Code Section 51225.3:

- High school students at the Charter School will take an ethnic studies course that counts as a graduation requirement. Students graduating in 2029-30 must complete a one-semester course in ethnic studies, and the Charter School may elect to require a full-year course in ethnic studies. By 2026-27, the Charter School shall offer at least a one-semester course in ethnic studies.

- High school students at the Charter School will take a personal finance course that counts as a graduation requirement. Students graduating in 2030-31 must complete a one-semester course in personal finance, and the Charter School may elect to require a full-year course in personal finance. By 2027-28, the Charter School shall offer at least a one-semester course in personal finance.

MSA-4 Graduation Requirements

Subject Area	Minimum Course Requirements	STANDARD Diploma	ADVANCED Diploma	HONORS Diploma
(a) History/Social Science	Three years	30	30	30
(b) English	Four years	40	40	40
(c) Mathematics	Three years (Four years recommended)	30	40	40
(d) Science	Two years with lab required; (Three years recommended)	20	30	30
(e) Language Other Than English	Two years in same language required. (Three years recommended)	20	20	20
(f) Visual & Performing Arts	One year	10	10	10
(g) Electives*	20 credits for all diploma types.	20	20	20
Physical Education	Two years required.	20	20	20
Computers & Technology	One year required.	10	10	10
TOTAL REQUIRED CREDITS		200	220	220
AP Course / College Credit Requirements	AP courses can be taken to meet minimum requirements or as elective.	N/A	10	20
College/Career Prepared Designation	Designation of "Prepared" on the College/Career Indicator (CCI).	N/A	P	P
Other Requirements	Minimum Cumulative GPA Required Service-Learning Hours	2.00 N/A	3.25 40 hrs.	3.50 40 hrs.

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

CREDIT RECOVERY OPPORTUNITIES

MSA-4 will use the online credit recovery program Edgenuity. When students need to recover credits from non-passed courses, the following supports will be provided to all student groups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery Courses
- Tutoring: Before-school, after-school or Saturdays

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment, counselors work with individual students to create a Four-Year Plan to meet the requirements for graduation. This plan is monitored and updated once per semester during the school year. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support the student needs to successfully complete graduation requirements. Minimum requirements for a standard diploma align with UC/CSU A-G requirements.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (“WASC”)

MSA-4 is accredited by Western Association of Schools and Colleges through June 2031. MSA-4 will follow up and complete all necessary steps for accreditation beyond June 2031.

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

All A-G courses at MSA-4 are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with the Dean of Academics and College Advisor. Every transfer student participates in an intake meeting which includes a review of the student’s transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide the student with an official record of courses completed and credits earned. In addition, the Charter School’s master schedule will be informed by the student needs to ensure sufficient intervention opportunities are made available for the student population.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

MPS announces its annual calendar before the beginning of each instructional year. Following is a detailed calendar for 2025-26, followed by a more summary draft instructional calendar for the 2026-27 school year.

		Academic Calendar 2025 - 2026									
Fall 2025											
JUL											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
38			1	2	3	4	5	Summer School: July 1 -18			
39	6	7	8	9	10	11	12	MPS Leadership In Service: Jul 29-30			
40	13	14	15	16	17	18	19	Independence Day, No School - July 4th			
41	20	21	22	23	24	25	26				
42	27	28	29	30	31						
AUG											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
43						1	2	MPS New Staff Training: Aug 1			
44	3	4	5	6	7	8	9	MPS Summer Symposium: Aug 4			
1	10	11	12	13	14	15	16	Teacher In-Service: Aug 5 - 13			
2	17	18	19	20	21	22	23	Student/Parent Orientation: Aug 8			
3	24	25	26	27	28	29	30	First Day of School: Aug 14 MAP Fall Testing: Aug 25 - 29 Minimum Days: Aug 20, 27			
SEP											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
4		1	2	3	4	5	6	Hispanic Heritage Month Begins Sep 15			
5	7	8	9	10	11	12	13	Back to School Night: Sep 3			
6	14	15	16	17	18	19	20	Labor Day: Sep 1 (No School)			
7	21	22	23	24	25	26	27	Progress Report 1: Sep 26			
8	28	29	30						Minimum Days: Sep 3, 10, 17, 24		
OCT											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
9				1	2	3	4	Breast Cancer Awareness Month			
10	5	6	7	8	9	10	11	Parent Teacher Conference 1: Oct 9 and Oct 10			
11	12	13	14	15	16	17	18	Progress Report 2: Oct 31			
12	19	20	21	22	23	24	25	Staff P.D Day-Pupil Free Day: Oct 24 (No School)			
13	26	27	28	29	30	31	Minimum Days: Oct 1, 8, 9, 10, 15, 22, 29				
NOV											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
14							1	American Indian Heritage Month			
15	2	3	4	5	6	7	8	Veterans Day: Nov 11 (No School)			
16	9	10	11	12	13	14	15	Thanksgiving Feast: Nov 20			
17	16	17	18	19	20	21	22	Thanksgiving Break: Nov 24 - 28 (No School)			
18	23	24	25	26	27	28	29	Progress Report 2: Nov 1 Minimum Days: Nov 5, 12, 19			
DEC											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
19		1	2	3	4	5	6	Winter MAP Testing: Dec 8-12			
20	7	8	9	10	11	12	13	Fall Report Card: Dec 13			
21	14	15	16	17	18	19	20	Last Day of First Semester: Dec 19			
22	21	22	23	24	25	26	27	1st Semester Finals: Dec 15 - 18			
23	28	29	30	31						Winter Break: Dec 22- Jan 9 (No School) Minimum Days: Dec 3, 10, 17	
Spring 2026											
JAN											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
24					1	2	3	Winter Break: Dec 22 - Jan 9 (No School)			
25	4	5	6	7	8	9	10	Staff P.D Day-Pupil Free Day: Jan 12 (No School)			
26	11	12	13	14	15	16	17	First Day of Spring Semester: Jan 13			
27	18	19	20	21	22	23	24	M.L. King Day: Jan 19 (No School)			
28	25	26	27	28	29	30	31	Winter MAP Jan 13-17 Minimum Days: Jan 14, 21, 28			
FEB											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
29	1	2	3	4	5	6	7	Black History Month			
30	8	9	10	11	12	13	14	WASC Visit Feb 24-26			
31	15	16	17	18	19	20	21	President's Day: Feb 16 (No School)			
32	22	23	24	25	26	27	28	Progress Report Card 3: Feb 20 Parent Teacher Conference: Feb 26 and Feb 27 Minimum Days: Feb 4, 11, 18, 25, 26, 27			
MAR											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
33	1	2	3	4	5	6	7	Women's History Month			
34	8	9	10	11	12	13	14	ELPAC Testing Month			
35	15	16	17	18	19	20	21	Staff P.D Day-Pupil Free Day: Mar 6 (No School)			
36	22	23	24	25	26	27	28	Cesar Chavez Day: Mar 27 (No School)			
37	29	30	31						Spring Break: Mar 30 - April 3 (No School) Minimum Days: Mar 4, 11, 18, 25		
APR											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
38			1	2	3	4	5	Autism Awareness & Child Abuse Prevention Month			
39	6	7	8	9	10	11	12	CAST, SBAC Math, & SBAC ELA Testing Month			
40	13	14	15	16	17	18	19	Progress Report Card 4: Apr 10			
41	20	21	22	23	24	25	26	Spring Break: Mar 30 - April 3 (No School)			
42	27	28	29	30						Minimum Days: Apr 8, 15, 22, 28	
MAY											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
43						1	2	Mental Health Awareness Month/ AAPI			
44	3	4	5	6	7	8	9	CAST, SBAC Math, & SBAC ELA Testing Month			
45	10	11	12	13	14	15	16	Teacher Appreciation Week: May 4 - 8			
46	17	18	19	20	21	22	23	AP Exams: May ___			
47	24	25	26	27	28	29	30	MAP Spring Testing: May 18 - 22 Memorial Day: May 25 (No School) Minimum Days: May 6, 8, 13, 20, 27			
JUN											
Week	Su	Mo	Tu	We	Th	Fr	Sa				
48		1	2	3	4	5	6	Pride Month			
49	7	8	9	10	11	12	13	Spring Semester Finals: Jun 1 - 5			
50	14	15	16	17	18	19	20	Graduation: Jun 3rd			
51	21	22	23	24	25	26	27	Spring Semester Report Card: Jun 9			
52	28	29	30						Last Day of School: Jun 9 Minimum Days: Jun 3, 9		

Magnolia Science Academy -4

2026-27 DRAFT ACADEMIC CALENDAR

Pink: Holidays & Breaks

Green: Important Dates

JUL	Independence Day	7/3 (Fri)
AUG	First Day of Instruction	8/11 (Tue)
SEP	Labor Day	9/7 (Mon)
OCT	Staff P.D. Day (Pupil Free Day)	10/23 (Fri)
NOV	Veterans Day	11/11 (Wed)
NOV	Thanksgiving Break	11/23-11/27
DEC	Last Day of First Semester	12/18 (Fri)
DEC	Winter Break	12/21-1/8
JAN	Staff P.D. Day (Pupil Free Day)	1/11 (Mon)
JAN	First Day of Second Semester	1/12 (Tue)
JAN	M. L. King Day	1/18 (Mon)
FEB	Presidents' Day	2/15 (Mon)
MAR	Staff P.D. Day (Pupil Free Day)	3/5 (Fri)
MAR	Spring Break	3/22-3/26
MAR	Cesar Chavez Day	3/31 (Wed)
MAY	Memorial Day	5/31 (Mon)
JUN	Last Day of Instruction	6/4 (Fri)
JUN	Juneteenth	6/19 (Fri)

of Instructional Days: 180

of Staff P.D. (Pupil Free) Days: 3

SAMPLE DAILY SCHEDULES

Students attend school from 8:30 a.m. – 3:32 p.m. (middle school) or 3:46 p.m. (high school) each day, with early release at 1:32 p.m. on Wednesday.

MSA-4 Middle School Sample Schedules

Regular Day (Monday-Tuesday, Thursday-Friday)

	Grade 6 (32.5 Credits)	Grade 7 (32.5 Credits)	Grade 8 (32.5 Credits)	Instructional Minutes
Homeroom/SSR 8:30-9:00	SSR/ELD	SSR/ELD	SSR/ELD	30
Break 9:00-9:15	Break	Break	Break	0
Period 1 (M/F) / Period 4 (T/Th) 9:18-10:58	English Language Arts 6 / Science 6	Science 7 / Makerspace 7	Phys. Ed. 8 / English Language Arts 8	100
Period 2 (M/F) / Period 5 (T/Th) 11:01-12:41	History-Social Science 6 / Makerspace 6	Phys. Ed. 7 / History-Social Science 7	Grade 8 Math / History-Social Science 8	100
Lunch 12:41-1:01	Lunch	Lunch	Lunch	0
Break 1:01-1:16	Break	Break	Break	0
Study Hour 1:19-1:49	Study Hour	Study Hour	Study Hour	30
Period 3 (M/F) /	Phys. Ed. 6 /	Grade 7 Math /	Science 8 /	100

Period 6 (T/Th) 1:52-3:32	Grade 6 Math	English Language Arts 7	Makerspace 8	
Total Instructional Minutes (with passing periods):			372	

MSA-4 Middle School Sample Schedules
Early Dismissal Day (Wednesday)

	Grade 6 (32.5 Credits)	Grade 7 (32.5 Credits)	Grade 8 (32.5 Credits)	Instructional Minutes
Period 1 8:30-9:15	English Language Arts 6	Science 7	Phys. Ed. 8	45
Period 2 9:18-10:03	History-Social Science 6	Phys. Ed. 7	Grade 8 Math	45
Break 10:03-10:18	Break	Break	Break	0
Period 3 10:21-11:06	Phys. Ed. 6	Grade 7 Math	Science 8	45
Period 4 11:09-11:54	Science 6	Makerspace 7	English Language Arts 8	45
Period 5 11:57-12:42	Makerspace 6	History-Social Science 7	History-Social Science 8	45
Period 6 12:45-1:32	Grade 6 Math	English Language Arts 7	Makerspace 8	47
Lunch 1:32-2:00	Lunch	Lunch	Lunch	0
Total Instructional Minutes (with passing periods):			287	

MSA-4 High School Sample Schedules
Regular Day (Monday-Tuesday, Thursday-Friday)

	Grade 9 (32.5 Credits)	Grade 10 (32.5 Credits)	Grade 11 (32.5 Credits)	Grade 12 (25.5 Credits)	Instructional Minutes
Advisory 8:30-9:00	Advisory	Advisory	Advanced ELD	Advanced ELD	30
Period 1 (M/F) / Period 4 (T/Th) 9:03-10:43	Spanish 1 / Algebra I	World History / English 10	Algebra II / United States History	English 12 / Intro to Data Science	100
Break 10:43-10:58	Break	Break	Break	Break	0
Period 2 (M/F) / Period 5 (T/Th) 11:01-12:41	Interpersonal Communication (Comm 121) / English 9	MESA / Spanish 2	AP Spanish Language & Culture / Physics	Drawing I (Art 201) / Integrated Math IV	100
Study Hour 12:44-1:14	Study Hour	Study Hour	Study Hour	Study Hour	30
Lunch 1:14-1:34	Lunch	Lunch	Lunch	Lunch	0
Break 1:34-1:49	Break	Break	Break	Break	0
Period 3 (M/F) Period 6 (T/Th) 1:52-3:32	Phys. Ed. I / Environmental Science	Physics / Geometry	English 11 / Phys. Ed. II	Economics / Study Hour	100
Homeroom 3:35-3:46	Homeroom	Homeroom	Homeroom	Homeroom	11
Total Instructional Minutes (with passing periods):			386		

**MSA-4 High School Sample Schedule
Early Dismissal Day (Wednesday)**

	Grade 9 (32.5 Credits)	Grade 10 (32.5 Credits)	Grade 11 (32.5 Credits)	Grade 12 (25 Credits)	Instructional Minutes
Period 1 8:30-9:15	English 9	Spanish 2	Algebra II	Economics	45
Period 2 9:18-10:03	Interpersonal Communication (Comm 121)	World History	English 11	Intro to Data Science	45
Period 3 10:06-10:51	Environmental Science	MESA	AP Spanish Language & Culture	Drawing I (Art 201)	45
Break 10:51-11:06	Break	Break	Break	Break	0
Period 4 11:09-11:54	Algebra I	Physics	United States History	English 12B	45
Period 5 11:57-12:42	Spanish I	English 10	Phys. Ed. II	Integrated Math IV	45
Period 6 12:45-1:32	Phys. Ed. I	Geometry	Physics	Study Hour	47
Lunch 1:32-2:00	Lunch	Lunch	Lunch	Lunch	0
Total Instructional Minutes (with passing periods):					287

INSTRUCTIONAL DAYS AND MINUTES

Based on the sample school calendar and bell schedules above, the following table shows calculation of the instructional minutes that will be offered at the Charter School.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36000	0	-36000
1	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50400	0	-50400
2	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50400	0	-50400
3	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50400	0	-50400
4	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	54000	0	-54000
5	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	54000	0	-54000
6	Yes	137	372	0	0	43	287	0	0	180	54000	63305	9305
7	Yes	137	372	0	0	43	287	0	0	180	54000	63305	9305
8	Yes	137	372	0	0	43	287	0	0	180	54000	63305	9305
9	Yes	137	386	0	0	43	287	0	0	180	64800	65223	423
10	Yes	137	386	0	0	43	287	0	0	180	64800	65223	423
11	Yes	137	386	0	0	43	287	0	0	180	64800	65223	423
12	Yes	137	386	0	0	43	287	0	0	180	64800	65223	423

EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 - N/A

Not applicable.

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The Principal establishes a hiring committee that may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant subject from MSA-4. The Home Office staff joins the school-level hiring committee as needed. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and MSA-4's years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule is used in the hiring process:

- In order to recruit new teachers, the Principal with the support of Human Resources will start advertising on frequently visited websites such as <http://www.edjoin.org> and in local newspapers by the beginning of February. Referrals from MSA-4's staff and parents will also be taken into consideration.
- The hiring committee will conduct interviews during the months of February through August to hire the teachers. The hiring committee will consider the Charter School's mission and the target student population in selecting the most qualified teachers for the positions available.

PROFESSIONAL DEVELOPMENT

Professional development occurs at the MPS organizational level and within each school.

PROFESSIONAL LEARNING COMMUNITIES ("PLC")

MSA-4 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the Charter School improvement plans in our Single Plan for student Achievement, the answers to the following questions, drawn from Richard DuFour's Professional Learning Communities at Work,¹²⁸ are studied in PLCs:

- What do we want students to learn?
- How will we know if students have learned it?
- What will we do if students don't learn?
- What will we do if students have already learned it?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy

¹²⁸ DuFour, R., & Eaker, R. E. (2009). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Hawker Brownlow Education.

- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

In addition to site-based PLCs, teachers participate in virtual Magnolia Public Schools organization-wide department PLC meetings throughout the school year, facilitated by Teachers On Special Assignment. Common instructional strategies, assessments strategies, and re-teaching strategies are typical topics of collaboration.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

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

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

Grade Level Staff Meetings

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

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

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

Wrap Up Meetings

MSA-4 staff participate in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for

themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-4 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

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

Formal Observations/Evaluations

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

Walkthroughs

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

Beginning Teacher Support and Assessment Program ("BTSA")

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

Ongoing Professional Development Program for Special Education

MSA-4 conducts ongoing in-service professional development for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-4's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and training provided by the District/County and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-4 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

MEETING THE NEEDS OF ALL STUDENTS

At MSA-4, support and intervention begin with high-quality instruction and universal screening of all children within the general education setting, through an MTSS-approach detailed fully above in the section, *Personalized Learning with Flexible Supports, a Multi-Tiered System of Supports Model*. Through the use of formative assessments such as the MAP test, schools establish a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Assistant Principal. Students earn rewards for desired behaviors. Assemblies, student surveys and our Student Support and Progress Team process (described below) encourage student participation and voice.

During intervention, teachers use educational materials that provide review. Teachers may utilize, reteach and enrichment programs, and customize instruction to meet individual student needs based on data. McGraw Hill's publisher resources, Khan Academy, IXL, and HMH math resources allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth.

STUDENT SUPPORT AND PROGRESS TEAM ("SSPT")

The SSPT uses a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally. The process will emphasize that early intervention for underachieving and struggling students is a function of our differentiated instructional program.

The SSPT may include, but is not limited to:

- Principal (required)
- or Advisor (6-12) (required)
- Parent/Guardian (required)
- Student (as appropriate)
- Psychologist/Social Worker
- Teacher(s)
- Special Ed Teacher
- EL Coordinator
- Parent Liaison

The Principal engages in regular school-wide data analysis reflections, including reviewing the SSPT caseload by grade level and student groups. The MTSS intervention process uses the following to inform, monitor, and implement support strategies:

- Historical student data (where available)
- CAASPP results
- NWEA MAP diagnostic and assessment data
- CAASPP IBAs/ICAs
- AP, SAT and ACT results

- Progress monitoring
- Grades and/or classroom assessment data

SSPT Referral Process

Any teacher or parent can request an SSPT review of a student's needs for additional support and intervention. The Principal or his/her designee is responsible for scheduling an SSPT meeting when required participants are available and sends formal notification.

SSPT Meeting

The Principal or his/her designee prepares all materials for the SSPT meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The Principal is the lead facilitator of the meeting, and will ensure all members participate. The Principal or designee also prepares documentation of the plan the SSPT has devised and schedules the follow-up meeting (4-6 weeks after the initial meeting). All meeting participants that were assigned roles gather evidence and provide feedback around the interventions and supports listed in the SSPT meeting.

At the follow-up SSPT meeting, the participants review progress and determine next steps.

- If there is progress: the SSPT celebrates success with parents/guardians (and the student, if present) and determine which interventions/support are continued and the need for any additional follow-up, or whether the SSPT process can be concluded;
- If there is a lack of progress or need for additional follow-up: the SSPT prepares a plan to continue and/or revise interventions and, as needed, seeks expertise from additional personnel, including other leaders or other experts. As needed the SSPT and parent/guardians may discuss other potential next steps such as credit recovery, retention, or referral to special education.

The Principal or designee updates student records with SSPT documentation and schedule another 4-6 week follow-up meeting, if additional action steps are taking place.

MTSS TIERED INTERVENTIONS

The SSPT uses a systematic, whole-child approach to ensure each student's needs are addressed through problem-solving, data-driven decision making, targeted interventions, and ongoing progress monitoring. Seeking to support students in acquiring linguistic, academic, behavioral, and social competencies, and to assist the Charter School in enhancing a collaborative and supportive culture for all stakeholders, the SSPT emphasizes early intervention for underachieving students. The SSPT system and practices, including instruction and PBIS, are aligned by MTSS, a school-wide system of initiatives, supports, resources, and continuous improvement processes.

Our entire educational program is designed to increase student achievement and close historic achievement gaps. In the MTSS model, Tier 1 includes universal support for ALL students, Tier 2 includes targeted interventions for those students who need extra support (based on data), and Tier 3 includes more intensive intervention and support for students who do not demonstrate success with Tier 2 strategies.

Tier 1: Universal Supports

In Tier 1, academic, linguistic, behavioral, and social-emotional learning interventions, including PBIS, provide a school-wide foundation for all students. Students receive whole-child, differentiated instruction and supplementary resources that aid high-quality core instruction, ongoing assessments

and/or universal screenings. Through a Universal Design for Learning (UDL) approach, teachers differentiate instruction through presentation, process, and/or product. To maximize student growth, teachers add complexity to curriculum, scaffold lessons, pre-assess students to form small flexible groups, employ questioning strategies, and allow for independent study, preview, review, and more. School staff use predictable routines and clear, positively stated behavioral expectations to actively reinforce appropriate behaviors. At key points throughout the school year and using data-driven decision making, the SSPT monitors both the effectiveness of Tier 1 instruction and PBIS, and students' response to Tier 1 instruction. Tier 1 includes social emotional functioning supports. When any two to three subsequent assessment measures indicate a student needs more instruction, intervention, and/or SEL support to be successful, Tier 2 services are provided. Tier 2 supports are provided at the point the student indicates a struggle, and does not need to wait to adjust the student's individual program.

Target Group: All students (100% of student population)

Purpose: Provide high-quality instruction and preventive interventions to support student success.

Key Strategies:

Key Strategy	How	How Often
Standards-Aligned Differentiated Instruction	Teachers at Magnolia Science Academy - 4 implement Universal Design for Learning (UDL) strategies and differentiated instruction developed through collaborative planning by the Assistant Principal (Instructional Leader), Special Education team, and English Language Development team.	Daily
	Teachers upload their lesson plans on a weekly basis where the Assistant Principal then reviews to ensure lessons are standard-aligned. In the lesson plan templates, teachers list their strategies for differentiation.	Weekly
	Teachers participate in biweekly instructional coaching with the Assistant Principal where much of the focus is on differentiation for subgroups: EL, SWD. If necessary, teachers revise lesson plans to strengthen differentiation.	Bi-weekly
	During weekly PDs, teachers are provided information on Cooperative Strategies, which is the instructional focus for the year. During weekly walkthroughs, AP looks for evidence of cooperative strategies in classrooms. The most common types of cooperative strategies at MSA 4 in ELA/History classrooms are collaborative group work, think pair share, and structured partner work.	Weekly
	All students have a study hour and advisory programmed into their schedule where they receive additional individualized support from a MSA-4 teacher.	Daily

<p>Data-Driven Instruction</p>	<p>Teachers are coached to use formative, summative, and normed data to inform their instruction.</p> <p>Teachers use Do-Nows and Exit tickets to gauge how much of the lesson was retained from previous lesson and how much of the concept(s) were internalized respectively. Teachers utilize check-for-understanding strategies as sources of data that inform them on the quality of instruction and whether to make instructional adjustments. These are listed in the lesson plan under “assessment”.</p> <p>Teachers use summative data scores to evaluate whole units/sections covered. Teachers use summative data to evaluate which skills were covered effectively and which skills need to be reviewed.</p> <p>Teachers engage with normative data when they review scores from the NWEA. Every quarter, when this assessment is given, teachers use this to benchmark students over growth. Teachers refer to scores as a guide for what students require for remediation.</p>	<p>Formative Assessments: Daily</p> <p>IABs/FIABs: Minimum 3 times a year</p> <p>NWEA MAP: Minimum twice a year</p>
<p>Professional Learning Communities (PLCs)</p>	<p>Teachers meet on a weekly basis to engage in PLCs around the instructional focus for the year: Cooperative strategies. Additionally, teachers receive monthly PLCs from the Magnolia home office in their content specific domain.</p>	<p>School Level PLCs: Weekly</p> <p>Org-wide PLCs: Monthly</p>
<p>Positive Behavior Supports and Interventions (PBIS)</p>	<p>School-wide PBIS strategies were adopted to target attendance specifically. The school Administration has developed incentive programs for advisories with the highest attendance rate. Additionally, each advisory benchmarks their progress on a visual displayed outside the classrooms.</p> <p>All staff members are expected to use positive and supportive language when interacting with students, which contributes to the culture of the school. PBIS is embedded in how staff engage with students and families.</p>	<p>Daily/Monthly</p>
<p>Expanded Learning Opportunities</p>	<p>ThinkTogether is offered through our ELOP. We are able to offer special enrichment classes through ThinkTogether along with quarterly field trips. ThinkTogether also provides post-secondary preparation with classes centered around resume building and mock interviews.</p> <p>Additionally, Saturday School is offered year round where students who require additional support can receive instruction from MSA 4 teachers.</p>	<p>Daily</p>

Family Engagement	Home Visits are conducted to keep students engaged in school. Meeting structures such as coffee with the admin, ELAC, and PAC are offered to give partners the opportunity to partner directly with members of the school leadership team.	At least Monthly
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Progress Monitoring:

- Regular analysis of student data from benchmarks, classroom assessments, and state testing results.

Tier 2: Targeted Interventions

Tier 2 supports are administered in addition to continued Tier 1 supports within the classroom, and include added time for intervention, smaller group, and one-on-one support for a more targeted, intensive level of support. Tier 2 employs an evidence-based instructional program qualitatively different than the instructional program in Tier 1. Using data and evidence-based decisions, the SSPT monitors the effectiveness of, and student response to, Tier 2 instruction. When assessment measures indicate a student needs more instruction and intervention to access the core curriculum, Tier 3 services are provided. A student receives no more than two cycles of Tier 2 supports before triggering a new SSPT meeting with the entire team to determine a better course of action. This is to ensure a student does not lose time in a form of instruction that clearly does not serve them well personally.

Targeted interventions are utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The Charter School uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, newcomer and behavior management support groups, community restoration assignments, goal setting and monitoring.

Target Group: Students who demonstrate academic risk based on CAASPP, NWEA MAP, ELPAC, IAB and classroom assessment data (~25% of student population)

Purpose: Provide small-group, targeted interventions to accelerate learning and close skill gaps.

Key Strategies:

Key Strategy	How	How Often
Small Group Instruction	<p>For EL and SWD, students receive small group instruction within the classroom. Special focus is given to vocabulary development to support language acquisition. Teachers have word walls posted in their classrooms that they reference during instruction.</p> <p>Often, teachers utilize a paraprofessional to support with small group instruction.</p>	2-3 times per week

High-Dosage Academic Support	Students receive pull out support from the paraprofessionals to work on remediation.	2-3 times per week
Expanded Learning Opportunities	Saturday School is offered throughout the year to provide academic intervention and enrichment programs.	Weekly Daily during intersessions
Summer School	Summer school is offered for several weeks providing students credit recovery, intervention, enrichment, and field trips.	Summer
Credit Recovery	Credit recovery is offered during the regular school year through the Edgenuity platform.	As needed, each course lasts 1 semester
Home Visits	Home visits are conducted throughout the year to help build a connection between the families and school.	As needed

Progress Monitoring:

- Biweekly assessments in intervention programs, teacher progress reports, and student performance tracking.

Tier 3: Intensive Interventions and Evaluation

Tier 3 requires daily intervention, and is provided in addition to Tier 1 and 2 supports. Tier 3 is comprised of highly targeted and intensive interventions for a very small number of students, utilizing a higher level of strategic collaboration and coordination among the generalized and specialized staff providing services to the student. Tier 3 interventions occur inside the classroom during the school day and during extended learning time (after-school, Saturdays, etc.), to support closing of the learning gap. Tier 3 students have more frequent check-ins for progress looking for both leading and lagging indicators of student improvement, and to make important timely course corrections.

Our school has both push-in and pull-out services with educational specialists to ensure students with the most significant needs are supported and obtain adequate educational benefit. Using our Special Academic Instruction program, teacher and special education aides (instructional aides), learning centers, and Saturday school, we are able to help our most impacted learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math and English language arts pathway. Support for behavior and socio-emotionality are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all students including the most vulnerable, academically and emotionally impacted students.

Target Group: Students with significant, persistent academic challenges based on CAASPP, NWEA MAP, ELPAC, IAB and classroom assessment data (~10% of student population)

Purpose: Provide individualized, high-intensity interventions for students needing the most support.

Key Strategies:

Key Strategy	How	How Often
Student Support and Progress Team Meeting(s)	SSPT process and Behavior Intervention Plans are implemented to support academics and behavior.	As needed Monitoring of plan: Minimum weekly
One-on-one Academic Interventions	Intensive intervention support with school psychologist.	3 times per week
Check-In/ Check-Out (“CICO”) System	CICO is used to address behavior and support the student in their development and monitor their progress and adjust with the support of the teachers.	As needed
Increased Instructional Time	Before and after school tutoring, Saturday school, and inter-sessions are offered to provide additional opportunities for academic support.	Daily During School Breaks
Wraparound Support Services	The school counselors and psychologist provide support for students. Additionally, they partner with Magnolia Engagement Team (MET) and external agencies to address academic and socio-emotional barriers.	As needed

Progress Monitoring:

- Weekly data reviews, student growth tracking, and case management meetings with educators and support staff.

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

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

Equitable Access to the Curriculum

MPS utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

- **Co-Teaching/Push-in/Pull-out Support:** MPS supports its exceptional populations by utilizing multiple methods of providing special education services, including co-teaching, push-in, and pull-out support. MPS fosters an inclusive model of education. As such, Professional

Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

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

- **Embedded Supports:** In addition to the on-site staff coordinated by the Special Education and/or MTSS Coordinator, MPS contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.
- **Differentiated Instruction:** Teachers at MPS deliver a curriculum that is tailored to each student's interests and needs. This support includes reasonable accommodation, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.
- **Designated Instructional Services:** These are instructional services not generally provided in a regular classroom setting. They may include Speech Therapy, Counseling, Adapted Physical Educational, Occupational and Physical Therapy.
- **Differential Standards for Graduation:** In very severe cases, with regard to low incidence and students with low intellectual disabilities, we may provide alternative standards for the culmination of our academic program at MSA-4. This might include earning either a CA State Diploma or a Certificate of Completion in lieu of the accelerated Magnolia Public Schools' diploma.
- **Transportation:** In very rare cases a student may require transportation to and from school if they meet the following criteria: According to federal regulation [34 CFR Section 300.34(c)(16)], Transportation is required to be provided as a related service if it is required to assist a child with an (aligned) disability to benefit from their educational program. This service would be provided by our approved vendor, Hop Skip Drive.

ENGLISH LEARNERS – MSA-4 MASTER PLAN

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content

instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong, evidence- and asset-based program, as detailed herein.

Director of EL Programs

In order to most efficiently utilize Title III funds within the consortium, an English Learner Program Coordinator has been hired to provide direct supplemental services to English learners and teachers of English learners in all consortium schools. The Director of EL Programs supports implementation of MPS's EL Master Plan and program, as well as ensures that all EL services are being delivered to the member schools. Specifically, the Director of EL Programs provides the following services to consortium member schools:

- Maintain, evaluate, and improve the EL Master Plan and program
- Lead the EL Coordinators at school sites, including facilitating team meetings and coordinating the EL program strategic planning process
- Oversee adoption and implementation of EL curriculum, including a newcomer program
- Oversee MPS's Title III improvement plan
- Support ELD/ELA teachers and provide appropriate professional development
- Conduct lesson demonstrations and facilitate classroom observations/walk-throughs to improve instruction for English learners
- Provide peer coaching to teachers
- Attend EL-related professional development and share resources with teachers

IDENTIFICATION OF ENGLISH LEARNERS

Upon a student's initial enrollment in a California public school, the Charter School administers the Home Language Survey ("HLS") on enrollment forms, 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 receive an explanation of its purpose, and are informed of the possibility that their child may be given an assessment to measure their English Language Proficiency Assessments for California ("ELPAC"). As detailed more fully below, prior to ELPAC testing, parents are also informed of when their child may be assessed, and how the assessment will be used to determine placement and reclassification. The student's cumulative file and CALPADS records are also checked by office staff to determine the student's ELP status.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (“IA”):** The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the HLS. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- **Summative Assessment (“SA”):** ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC Summative and ELPAC Initial are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. For MSA-4’s grades, the ELPAC IA and SA are administered via a computer-based platform. Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window is year-round (July 1–June 30). Any student whose primary language is other than English as determined by the HLS and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is a four-month window (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

PARENT NOTIFICATION

Parents of students who are administered the initial and annual ELPAC will receive notification of the Charter School’s responsibility for ELPAC testing and ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

The Charter School shall also provide to parents:

- 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)

Additionally, all students who are classified as LTELs or at-risk of becoming an LTEL will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of the qualifications for being considered a LTEL or At-Risk of becoming a Long-Term English Learner
- A description of how the program placement will provide additional support to aid the student in making progress toward reclassification.

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 Director of EL Programs.

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. Parents of ELs have the right to complete a waiver to remove their student from designated ELD courses; EL students will continue to receive EL supports and services, and will continue to be assessed annually until the student meets reclassification requirements. If signed, a waiver is applicable for one academic year only, and must be resubmitted to administration annually. Parents may not waive out of the annual summative ELPAC exam, as it is a state requirement for all students who are identified as English learners.

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.” Designated ELD is not separate from the core subjects, but rather is integrated into daily instruction as a protected time which is focused on the ELD standards.

The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

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. MSA-4 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 ELs with “minimally” or “somewhat developed” proficiency in English	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD. • Depending on the Charter School’s EL population and resources, this period of designated ELD may be a full class period or it may take place during the Charter School’s shorter SSR/Study Skills period. • 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. • EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA, used in conjunction with supplemental programs such as DuLingo, No Red Ink, and Inside.
ELD Levels 3-4 ELs with “moderately” or “well developed” proficiency in English	<ul style="list-style-type: none"> • EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Depending on the Charter School’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the Charter School’s shorter SSR/Study Skills period. • 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 and proficiency descriptors. • Core teachers work with the site-level EL Coordinator and Assistant Principal to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA, 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 ELs with “minimally” or “somewhat developed” proficiency in English	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD during the Charter School’s SSR period or Study Skills class. This ELD class will not interfere with a student’s A-G requirements. • EL students will also receive designated ELD in their ELA 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 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 StudySync ELA, used in conjunction with supplemental programs such as Duolingo, No Red Ink, and Edge.
ELD Levels 3-4 ELs with “moderately” or “well developed” proficiency in English	<ul style="list-style-type: none"> • EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Depending on the Charter School’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the Charter School’s shorter SSR/Study Skills period. If offered, this additional ELD class will not interfere with a student’s A-G requirements. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels. • Core teachers work with the site-level EL coordinator and Assistant Principal to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill’s

	StudySync ELA 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 Specially Designed Academic Instruction in English (“SDAIE”) strategies, 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 in class for their students, how to apply the ELD standards, and how to use SDAIE strategies and the CHATS framework to support students. 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.

CHATS Framework

Teachers 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 have access to this book, and are consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

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

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

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, the student may be placed in a designated ELD class, where the student will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in the student’s 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 strives 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 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 schools. Newcomers are carefully monitored for growth by the school-level EL Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level EL Coordinator will work with school leaders and the MPS Director of EL Programs 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. Social-emotional supports provided to newcomers at MPS schools include, but are not limited to:

- class cohorts;
- being paired up with a peer that speaks their language (when possible) for in-class support and clarification;
- offering alternative space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student signals that they feel overstimulated, overwhelmed or stressed);
- frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in their new environment;
- immediate response by school staff to reports of bullying behavior and/or complaints of any type of harassment or discrimination;
- informal support activities that provide newcomer students with opportunities to speak informally in the student's native language; and
- encouraging newcomer students to participate in after-school clubs and sports.

Newcomer families are also invited to attend our Parent College Program, and are provided with resources for helping their child improve literacy at home in their native language.

Long Term English Learners

A Long-Term English Learner is defined as an English learner student to which all of the following apply:

- (1) is enrolled in any of grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six years or more; and
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and
- (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year's administration of the CAASPP-ELA.

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 MSA-4 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 the EL Coordinator(s) determine who their LTEL students are, and mark them in the student information system. They review redesignation data, and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth are 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 are 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) may be placed in one of the specialized "Power English" courses for one semester. This class would not replace designated or integrated ELD. This class would provide an additional focus on oral and academic language development and English literacy. It would also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student's progress is assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in MSA-4 high school receive ongoing, individualized support from the site-level EL Coordinator. Data is reviewed and the student works 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 works with the EL Coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MPS schools focuses 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 are evaluated by the MSA-4 EL Coordinator and Dean of Academics every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

MONITORING ENGLISH LEARNER PROGRESS

MSA-4 English Learners 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 & CAASPP scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Copies of all Parent Notification Letters mailed home
- Interim assessment scores
- Writing work samples (for example, copies of reports, essays, journals, etc.)

Supplemental templates and monitoring documents are available to our school's 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 and discusses relevant student data (during staff meetings, department meetings, etc.). 	<ul style="list-style-type: none"> • Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio. • Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency. 	<ul style="list-style-type: none"> • January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and site-level coordinator.

Dually-Identified Students

In addition to the progress monitoring discussed above, students who are dually-identified as both EL and SWD receive additional supports and monitoring to ensure growth in their language development. In practice and in agreement with the Castañeda standards,¹²⁹ the Dually Identified student population of EL/SWD students benefit from a program that utilizes researched-based instructional practices. The program monitors student outcomes with fidelity based on the students' ELD IEP goals in listening, speaking, reading and writing. The school-level EL Coordinator attends all IEP meetings for dually-identified students to ensure appropriate ELD goals are written into the IEP. These ELD goals are in addition to the students' IEP goals addressing their specific areas of need based on their eligibility. Our

¹²⁹ The Castañeda standard mandates that programs for language-minority students must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers.

Source: Del Valle, S. (2003). Language rights and the law in the United States: Finding our voices. Clevedon, UK: Multilingual Matters.

SPED, ELA, and ELD team of instructors monitor each students’ progress toward IEP and ELD goal achievement and academic progress. Parents are informed of this progress at least every six weeks in conjunction with progress reports and adjustments are made to plans and program implementation as needed.

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 6-12																																
English Language Proficiency Assessment	Summative ELPAC: Overall score of 4 Summative Alternate ELPAC: Overall score of 3																																
Basic Skills Assessment	NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:																																
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~OR~																																	
SBAC: ELA/Literacy score of 2 (Nearly Met) or above CAA: ELA/Literacy score of 2 (Nearly Met) or above																																	
~OR~																																	

	MPS approved ELA benchmark assessments: TK-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% 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 will be informed of the student’s eligibility to Reclassify and the ongoing monitoring process that will continue for four (4) years. Notifications may be made via phone call, in-person or virtual/video meeting (i.e., Zoom), and/or parent letter. Parent/Guardian signatures will be collected to confirm that the consultation was held, and a copy will be placed in the students’ cumulative folder and EL Portfolio.</p> <p>The date on which the consultation was held 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 Director of EL Programs will follow up with each school to ensure that monitoring is taking place, and will assist the Charter School with action planning for those students who are not making adequate progress.

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.

Teachers providing specialized academic instruction for EL students at MSA-4 hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners as required by law. In addition to ongoing professional development activities, MSA-4 provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-4 staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Staff analyze student achievement data, including ELPAC results. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MSA-4 staff continues to revisit for professional development. MSA-4 staff is required to:

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

ENGLISH LEARNER ADVISORY COMMITTEE

MSA-4 hosts ELAC meetings regularly throughout the school year. The ELAC operates as follows:

Composition:

- Parent members are elected by parents or guardians of ELs.
- Parents of ELs make up at least the same percentage of the committee membership as their children represent the student body.
- The ELAC will be responsible for assisting in the development of the schoolwide needs assessment, as well as helping to make parents aware of the importance of regular school attendance.
- The ELAC will advise the principal and staff in the development of a site plan for ELs and submitting the plan to the Parent Advisory Committee for consideration of inclusion in the LCAP.

Purpose of the ELAC:

The following tasks are included in the function of every school's ELAC. They are:

- Advise the Charter School principal and staff on the development of the LCAP.
- Advise the Parent Advisory Committee on the Charter School's program and goals for ELs.
- Conduct a school needs assessment for the Charter School's program/services for ELs.
- Review and discuss ELPAC and reclassification data.
- Assist in making parents aware of the importance of regular school attendance.

Sample calendar for ELAC Meetings:

September/October	November/December	January/February	March/April
<ul style="list-style-type: none"> -Elect members -Review purpose of ELAC -Provide training and materials -Review most recent ELPAC and reclassification data -Review EL program and reclassification criteria 	<ul style="list-style-type: none"> -Advise principal and staff/PAC on recommendations for LCAP -Review importance of regular school attendance 	<ul style="list-style-type: none"> -Language Census review -Discuss and review progress monitoring for ELs 	<ul style="list-style-type: none"> -Conduct a school needs assessment -Revisit recommendations for upcoming Academic Year's LCAP

ENGLISH LANGUAGE DEVELOPMENT PROGRAM EVALUATION

In order to ensure that the appropriate modifications and improvements are made regularly to our ELD program, a comprehensive program evaluation will be completed twice per year by MPS school leaders and EL Coordinators. This is in addition to feedback provided by teachers and parents. The first program evaluation is conducted in December (mid academic year), and the second evaluation conducted at the end of the academic year. The MPS Director of EL Programs uses this feedback to make program improvements and address concerns and areas of need. The program evaluations take place during leadership meetings and ELAC meetings at the Home Office. Evaluation documents will be maintained in the ELAC's Google Drive.

ADDITIONAL SUPPORTS FOR ENGLISH LEARNERS

MSA-4 provides a **structured, multi-tiered system of support** to ensure EL students acquire English proficiency while accessing rigorous academic content.

Tier 1: Universal Supports for All EL Students

- **Structured English Immersion (SEI):** Daily Integrated and Designated ELD instruction aligned with California ELD Standards. Designated instruction is delivered during advisory time. Students have access to our EL curriculum: English 3D.
- **Integrated ELD Across Disciplines:** Teachers implement cooperative teaching strategies and the CHATS framework to support language development in all subjects.
- **Diagnostic and Assessments:** EL progress is monitored through NWEA MAP, CAASPP, ELPAC, and classroom-based assessments.
- **Course Offerings:** ELD MS, ELD HS Beginner, ELD HS Advanced

Tier 2: Targeted Supports for EL Students

- **Small-Group & High-Dosage Interventions:** EL students are placed into small groups according to language acquisition level. Instruction is adjusted to meet the needs of each group.
- **Newcomer & LTEL Interventions:**
 - All level 1 and 2 ELD students are automatically programmed into ELD advisory
- **Course Offerings:**
 - ELD MS, ELD HS Beginner, ELD HS Advanced

Tier 3: Intensive Supports for EL Students

- **Individualized ELD Instruction:** One-on-one interventions, SSPT case management, and customized ELD pathways.
- **Wraparound Support Services:** Counseling, SEL, and academic coaching via EL Coordinators, school psychologists, and external partners.

Through structured coursework, targeted interventions, and intensive support, MSA-4 ensures English Learners develop academic proficiency while excelling in all subjects.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

MSA-4 students receive an education that is appropriate for their individual learning capabilities. Their interests should be taken into consideration when assigned Gifted and Talented Education (“GATE”) activities. The program should be as individualized as possible. Gifted and Talented students require specialized learning experiences beyond the regular curriculum to ensure that they have opportunities to develop their abilities to the highest level.

Assessment Process

MPS now has a policy of testing full grade levels in an effort to reach our goal of identifying at least 8% of our population as Gifted and Talented. We assess all students in grades three, six and nine on the Otis-Lennon School Ability Test (“OLSAT”). Once students are screened on the OLSAT, selected students (reaching 120 or higher) are then be assessed by a School Psychologist using an IQ test. Currently, MPS is using the Ravens Matrices test to validate GATE eligibility. The psychologist is trained in factoring in confidence intervals and additional factors that impact student scoring. Therefore, the psychologist has the responsibility of signing off on the eligibility letter.

Teachers of gifted and talented students differentiate the core curriculum through various means, including flexible grouping, acceleration of content, independent learning, tiered instruction, interest centers, learning centers, questioning strategies and the use of enrichment resources. Curriculum and instruction essentially include depth, complexity, novelty and acceleration:

- Depth - Investigation into details that further understanding in any area of study. Concrete is guided toward the abstract. What is known, should be directed toward the unknown.
- Complexity - Problems, issues and prevailing themes are defined. Connections are made between various areas of study. The subject is looked at from a variety of perspectives and multiple solutions are sought.
- Novelty - Personal expression. Creativity and interpretation of knowledge is sought. Original investigations and experiments are pursued. New and unique ways of teaching, learning, and sharing understanding are utilized.
- Acceleration - Advanced resources and strategies are used to study a subject at a more sophisticated level.

Gifted and Talented Programs at MPS

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships. Our GATE program focuses on the top tiers of Bloom’s Taxonomy. As defined, **Creativity**- Allows students to design, assemble, construct formulate, author, investigate and produce new and original works. **Evaluation**- Students learn to appraise, defend, critique and justify their position. **Analyzing** - Supports GATE students in organizing, examining and experimenting to draw connections among ideas.

MPS GATE Program (3-Core Focus Areas)

- STEAM: Robotics and Engineering practices, Advanced Math, Science Olympiads, Ecology, Geology and Earth Sciences
- Humanities: Literature/ The Arts/Journalism/ Forensic Speech

- Social Awareness: College Mentorship/Cultural Bias/Social Justice

At Magnolia Public Schools, we assess for GATE students, but strive for equity and inclusion in all practices. Therefore, all enrichment activities are open to all students. Our ten schools have the option of scheduling classes into the school day as electives or implementing the program after school. We recommend a 12-week rotation schedule for schools electing to schedule students into the GATE focus area classes during the school day.

Implementation Strategies

Sample Rotation Schedule for GATE Program as Elective Courses - The school teams should select one 12-week session from each category above).

(Assuming the school team selected *musicology, robotics, community service*)

	Sept - Nov	Dec- Mar	Apr - June
Grade 6	Robotics	Musicology	Community service
Grade 7	Community service	Robotics	Musicology
Grade 8	Musicology	Community service	Robotics

The GATE Students for each grade would be programmed into the courses with the remaining seats being available to schedule any interested students. The program will be a year-long commitment for the students, with the teachers rotating duties based on their skills level and interests.

After-school during extracurricular activities:

- Steam: Robotics and Engineering practices/Ecology/Geology and Earth Sciences
 - MPS STEAM Activities
 - Mathematics and Science Clubs and Competitions
- Humanities: Literature/ The Arts/Journalism/ Forensic Speech
 - Visual and Performing Arts
 - Oratorical Contests
- Social Awareness: College Mentorship/Cultural Bias/Social Justice
 - College Mentorship/ School Visitations
 - Community Service

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

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

Gifted and talented instruction should focus on the following 3 levels of Bloom's taxonomy. Please note the descriptions and examples of higher-level processing instructional guidelines:

Level-4. Analyzing: Breaking materials or concepts into small parts, determining how one part relates to other parts or how the parts are related to overall structure or purpose.

Example: Why are Dolphins called mammals, identify why the machine is not working.

Level 5. Evaluating: Making a judgment based on criteria and standards through checking and critiquing.

Example: Making a judgment regarding an ethical dilemma, interpreting the significance of the given law of physics.

Level 6. Creating: Positioning elements together to form a rational or functioning whole; recognizing elements into a new pattern or structure through generating, planning or procedure. Example: Design a new solution to an 'Old' problem that acknowledges the previous failures, write an essay based on a given theme.

Accelerated Pathways

Students may participate in the following advanced educational opportunities:

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

STUDENTS ACHIEVING BELOW GRADE LEVEL

MSA-4 identifies low-achieving students in the first days of the academic year, and implements early intervention where indicated, pursuant to the MTSS model of tiered interventions detailed above. As detailed throughout this petition, MSA-4 teachers meet regularly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CAASPP, School/teacher assessments) is disaggregated and subject teachers review the data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are identified and analyzed. Teachers utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Goals are set with the students for specific subject areas based on the assessment data that are aligned to students Four-year Plan. Teachers differentiate instruction per their students' cognitive and social needs.

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

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

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

The instructional design of MSA-4 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The charter school administration ensures that the above mentioned programs are available to all students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students.

STUDENTS WITH DISABILITIES

NOTE: All requirements regarding students with disabilities and special education are addressed within the Federal, State, and District Required Language.

STUDENTS IN OTHER STUDENT GROUPS: FOSTER, MOBILE, AND HOMELESS YOUTH

Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs are cared for in our supportive school community. These students are identified through teacher/family/staff referral. Our Student Support and Progress Team process ensure these students receive any additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully through the use of MSA-4's data cycle and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

EDUCATION FOR FOSTER YOUTH

MSA-4 recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, MSA-4 provide them with full access to our educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in our LCAP.

As detailed in our "Education for Foster Youth Policy," in order to help facilitate the enrollment, placement, and transfer of foster youth to MSA-4, we have designated the CEO/Superintendent as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the "best interests" of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth have equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all MSA-4 students. MPS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. MPS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth will maintain the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Graduation Requirements: Foster and Mobile Youth¹³⁰ who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

Credit for Partial Completion of a Course: The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

¹³⁰ Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth."

EDUCATION FOR HOMELESS YOUTH

MPS refers to “homeless youth” as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youth who (42 U.S.C. Section 11434 (a)(2)(B)):

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

The Dean of Students of MSA-4 serves as the Homeless Liaison for homeless students ((42 U.S.C. Section 11432(e)(3)(c) and (g)(1)(J)(ii)). The Dean of Students who serves as the Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at MSA-4
- Homeless students and families receive educational services for which they are eligible
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency (“LEP”), vocational and technical programs, gifted and talented programs, and school nutrition programs.
- The Principal or designee will monitor Homeless students’ progress.

Enrollment

The Charter School will collaborate with students experiencing homelessness and their parent/guardian to ensure each student is placed in the most supportive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities available to all students, including interscholastic sports. All decisions regarding a student's education and placement will be based on the best interest of the child, considering educational stability and the opportunity to be educated in the most supportive educational setting necessary for academic progress.

MPS shall immediately admit/enroll the student for whom the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

MPS shall also immediately enroll a youth experiencing homelessness who seeks to enroll in the Charter School if the youth is otherwise eligible to attend and subject to the Charter School’s capacity and procedures stated in the MPS charter and Board policy. A youth experiencing homelessness who is

enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The student shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. Section 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. Section 11432(g)(3)(C).)

A student experiencing homelessness may remain in their school of origin for the entire period they are experiencing homelessness. Students have the right to remain in their school of origin even after their status changes as follows:

1. For students in Kindergarten through eighth grade, they will be allowed to continue in the school of origin through the duration of the academic year in which their status changed.
2. For students enrolled in high school, they will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, it shall grant priority access to students experiencing homelessness. Notwithstanding any other law, if the student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder (ERH), Indian custodian in the case of an Indian child, or, if none of the preceding are applicable, an unaccompanied youth themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschool days, including, but not limited to, summer school. "Indian custodian" is as defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admission/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. Section 11432(g)(3)(E).)

High School Graduation Requirements

Students experiencing homelessness who transfer to MPS after completing their second year of high school will be exempt from any of the Charter School's graduation requirements that exceed the California minimum graduation requirements specified in Education Code section 51225.3, unless MPS

determines that the student can reasonably complete the Charter School's requirements by the end of their fourth year of high school.

To determine whether a student experiencing homelessness is in their third or fourth year of high school, the Charter School may use the number of credits earned, the length of school enrollment, or the student's age compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption.

Within thirty (30) calendar days of a qualifying student's transfer to the Charter School, the Charter School will notify the student, the student's Educational Rights Holder ("ERH"), and the Charter School Liaison of the exemption availability and qualification status.

The Charter School will consult with exempted students and their ERH, covering:

1. How waived requirements may affect the student's postsecondary education or vocational plans, including college admission prospects.
2. Other available options, such as a fifth year of high school, credit recovery, and transfer opportunities through California Community Colleges.
3. The student's academic data and any other relevant information to make an informed decision on accepting the exemption.

The Charter School will not require any student who is entitled to remain at the school to accept the exemption from additional graduation requirements or deny them enrollment in or the ability to complete eligible courses. The Charter School will not revoke an exemption and will grant an eligible student's request for the exemption at any time if the student qualifies, regardless of prior declination.

If a student experiencing homelessness was eligible for an exemption and either 1) was not properly notified of the exemption's availability, or 2) previously declined the exemption pursuant to this policy, the Charter School shall grant the exemption within thirty (30) days of the request, if requested by the student or the student's ERH, and if the student previously qualified for the exemption, even if the student is no longer experiencing homelessness.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school, even after the student no longer meets the definition of experiencing homelessness.

The Charter School shall not require or request that a student transfer schools to qualify for the exemption. Additionally, no student, parent/guardian, educational rights holder, social worker, or probation officer shall request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of their fourth year of high school and is otherwise entitled to remain at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

If the Charter School determines that a student can reasonably complete the additional graduation requirements by the end of a fifth year, the Charter School shall:

1. Consult with the student and the ERH regarding the option to remain at the Charter School for a fifth year to complete the additional graduation requirements.
2. Discuss with the student and the ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the graduation requirements upon agreement with the student, if 18 years or older, or with the ERH if the student is under 18.
5. Consult with the student and the ERH regarding the option to remain in the school of origin.

Through January 1, 2028, **if a student experiencing homelessness is found to be unable to complete the Charter School's additional graduation requirements but can reasonably complete the state coursework requirements specified in Education Code Section 51225.3** within a fifth year of high school, the Principal or designee shall exempt the student from the Charter School's graduation requirements. The student will then have the option to remain in school for a fifth year to complete the statewide coursework requirements. The Charter School will consult with the student and the ERH regarding:

1. The option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocational plans, including college admission opportunities.
3. Any other available options, such as credit recovery and transfer opportunities through California Community Colleges.
4. The student's academic data and other relevant information to make an informed decision on whether to accept the exemption and remain in school for a fifth year to complete the statewide coursework requirements.

If a student experiencing homelessness is not eligible for an exemption during the year they transfer schools, because the Charter School determines they can complete the additional graduation requirements by the end of their fourth year, the Charter School shall:

1. Within the first 30 calendar days of the following academic year, reevaluate the student's eligibility.
2. Provide written notice to the student, the ERH, and, if applicable, the student's social worker or probation officer, indicating whether the student qualifies for an exemption upon reevaluation, based on their course completion status.
3. If the student is not reasonably able to complete the additional graduation requirements by the end of their fourth year, provide written notice to the student and the ERH of the following options:
 - i. Receive an exemption from all additional coursework and requirements beyond the statewide coursework requirements specified in Section 51225.3, or
 - ii. Upon agreement with the ERH, remain in school for a fifth year to complete the additional graduation requirements. The student (if not a minor) or the ERH shall have the sole discretion to accept the exemption, based on the student's best educational interests.

ADDITIONAL SUPPORTS FOR FOSTER AND HOMELESS YOUTH

At MSA-4, we are committed to supporting all students, including foster youth and students experiencing homelessness, through a comprehensive tiered system of support. MSA-4 follows McKinney-Vento Act guidelines, ensuring immediate enrollment, transportation, and meal access. A Foster Youth Liaison collaborates with agencies to provide stability and support, while credit recovery options help students stay on track for graduation. Through these multi-tiered supports, MSA-4 ensures that all students, especially those facing adversity, receive the resources they need to succeed.

Tier 1: Universal Supports

MSA-4 has a schoolwide PBIS program called SOAR, which includes daily celebrations during morning announcements and the assigning of Kickboard points, which can be spent at the student store every Friday. In addition, SOAR assemblies are held every month, during which students who have embodied our SOAR expectations are recognized.

The Community Schools Coordinator (“CSC”) and Assistant Principal/Homeless Liaison (“AP”) check in regularly and provide hygiene items, clothes, and other resources as needed.

MSA-4 is a restorative practices school. Community-building activities and community circles are held regularly.

Tier 2: Targeted Supports

The CSC meets with families who require additional assistance via home visits and school conferences. Community resources are made accessible to these families. The CSC regularly checks in on these students to monitor their progress.

The AP monitors all academic and behavioral progress and collaborates with the CSC to provide targeted support to this population. Students in this category participate in restorative conferences and re-entry meetings as needed.

Tier 3: Intensive Supports

SSPT, IEP, 504 meetings are held for these students depending on their need. Parents participate in restorative conferences as needed alongside their students.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see LCFF table in Element 1.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

For measurable goals of the Charter School’s educational program, please see LCFF table in Element 1 (this also applies to Measurable Pupil Outcomes and other Performance Targets).

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Full implementation of the educational program and frequent monitoring of student and school outcomes will ensure that MSA-4 is an academic success and is achieving all of our overarching goals.

The Chief Executive Officer, Chief Academic Officer and other central office management staff, along with the Principal and school-site faculty are accountable for meeting MSA-4's defined goals and objectives and achieving the Charter School's mission and vision. The Principal is responsible for meeting target goals, and held accountable by the CAO, who in turn is held accountable by the CEO/Superintendent. The CEO/Superintendent reports directly to the MPS Board of Directors, which monitors student academic achievement and other stated goals included in the LCAP and individual executive position performance goals. The Principal will be accountable for meeting applicable state accountability measures under the California State Dashboard, and any applicable federal accountability measures as may be developed.

The measures that are used to assess student progress include all state-mandated standardized tests such as the CAASPP, California Alternate Assessment ("CAA") and ELPAC.

Starting in sixth grade, MSA-4 administers the Smarter Balanced Interim Assessment Blocks ("IABs") approximately four times a year as a method of formative assessment, in both ELA and Math. The data from IABS is utilized by classroom teachers to support teaching. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.¹³¹

Computer adaptive NWEA MAP (Measures of Academic Progress) testing is utilized to measure student progress three times a year, starting in 5th grade. As explained above in Element 1, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE's website), curriculum-based assessments, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide opportunities to review and re-teach content with which students may be struggling. HMH and McGraw Hill's curricular resources, and IXL programs allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials based on specific content standards which have not been achieved.

Assessment	Purpose/Performance Expectations	Grade	Timeline
Internally-Created Tests and Performance Tasks (projects,	Measure standards mastery across all courses/subjects.	6-12	Daily and/or weekly

¹³¹ California Department of Education. CAASPP and ELPAC Interim Assessments. Accessed July 18, 2024 from <http://www.caaspp.org/ta-resources/interim.html>.

presentations, papers, experiments, etc.)			
Publisher-Designed Assessments (online and paper)	Assess mastery of unit/lesson content.	6-12	End of unit/end of semester or year.
AP Exams	College readiness	9-12	In May
CAASPP/California Alternate Assessment	State Criterion-Based Assessment in ELA and Math	6-8, 11	In May
California Science Test	State Criterion-Based Assessment in Science	8, 10-12	In May
NWEA MAPs	National Normed-Referenced assessments in ELA and Math	6-11	September, December (optional), and June
PSAT/SAT/ACT	College readiness	7-12	October, November, or December
ELPAC	Measure language acquisition	6-12	Initial: within 30 days of enrollment Annual: February to May
CAASPP /Interim Assessment Blocks	To support teaching and learning throughout the year	6-8, 11	Throughout the year
Physical Fitness Tests (PFT)	To assist students in establishing lifetime habits of regular physical activity	7, 9	February to May

DATA ANALYSIS AND REPORTING

As discussed extensively in Element 1, teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-4 utilizes diverse assessments that are aligned with the curriculum and instructional program as well as the Charter School mission and goals, and compliant with state expectations. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long-range planning by the Board of Directors.

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

Parents are apprised of their students' progress through quarterly report cards. The Charter School records grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-4 has computers on campus available for parent use.

INFINITE CAMPUS: MSA-4'S SCHOOL INFORMATION SYSTEM

MSA-4 uses Infinite Campus (or will use an equivalent) for our internal school information system. Aside from providing a very effective online communication tool for teachers, students, and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables MSA-4 administrators to create and print any reports within seconds. The system can produce more than 100 pre-designed reports including CA State Average Daily Attendance and CALPADS reports as well as empowering administrators to easily design reports customized to their needs. Infinite Campus or equivalent is a great asset to MPS such that:

- Infinite Campus (or equivalent) empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of MSA-4 at any time in any aspect, including past data.
- This custom-made system is highly adjustable according to school site and Home Office needs and is continuously being developed to meet specific demands as they arise.
- Longitudinal studies can be performed using Infinite Campus (or equivalent).

Infinite Campus currently is used as the student information system and communication platform used across Magnolia Public Schools, including:

- Mobile Apps: Campus Parent & Campus Student
- Parent & Student Portal
- Ad Hoc Reporting
- Schedule Wizard
- Gradebook
- Response to Intervention/MTSS
- State Reporting

Supported with Tableau, CustomTech Data Visualization allows us to gain insight into all levels of the data. Interactive Data Visualizations are fully integrated into the Infinite Campus interface and are easily shared with staff.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

At MSA-4 course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department works with the Department Chair in conjunction with the Charter School's Dean of Academics to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-4 follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and 5.0 (Honors weighted) scale for Advanced Placement and honors courses.

MIDDLE AND HIGH SCHOOL GRADE PROMOTION

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

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

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.
- If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the Charter School administration determines that retention is not the appropriate intervention for the student’s academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies.

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

NONPROFIT PUBLIC BENEFIT CORPORATION

Magnolia Science Academy 4 (MSA-4) is a direct-funded, independent charter school operated by the Magnolia Education and Research Foundation, doing business as Magnolia Public Schools (“MPS”), a California Nonprofit Public Benefit Corporation, in accordance with California law.

The MPS Board of Directors (the “Board”) holds ultimate oversight responsibility for MSA-4. The Board delegates the authority for day-to-day school operations, including staff hiring, school management, and ensuring adherence to charter policies, to the CEO/Superintendent of MPS and the designated school leadership team. MPS shall comply with the Brown Act, conflict of interest regulations and the California Public Records Act. Copies of the MPS Articles of Incorporation, Bylaws, and Conflict of Interest Code are in Tab III.1 and III.2. All MPS Board members shall serve in a volunteer capacity and shall not be compensated for their services. The MPS CEO/Superintendent shall serve as the President of the corporation, by employment contract. The roles and duties of the officers are as established in the Bylaws and in any resolution adopted by the Board of Directors.

MPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. MPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, which shall be updated with any charter school-specific conflict of interest laws or regulations. The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

MPS shall not have any employees on its Board of Directors.

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for

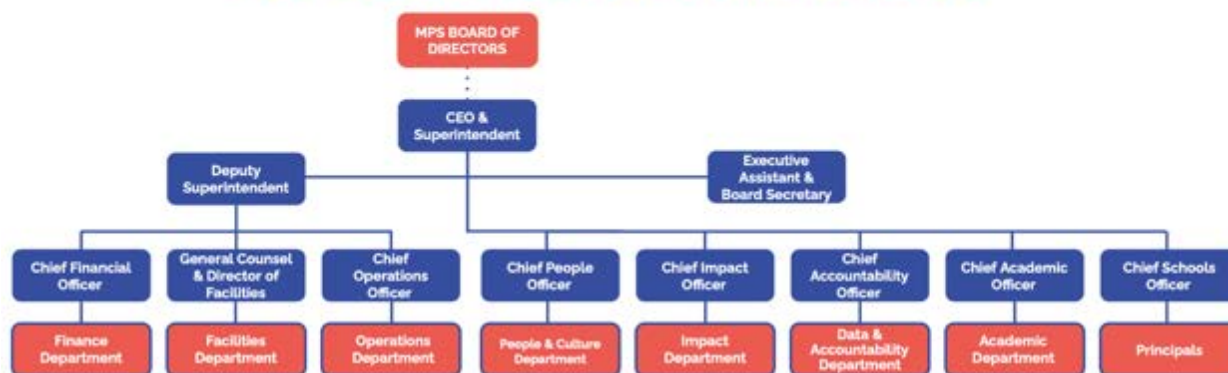
claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

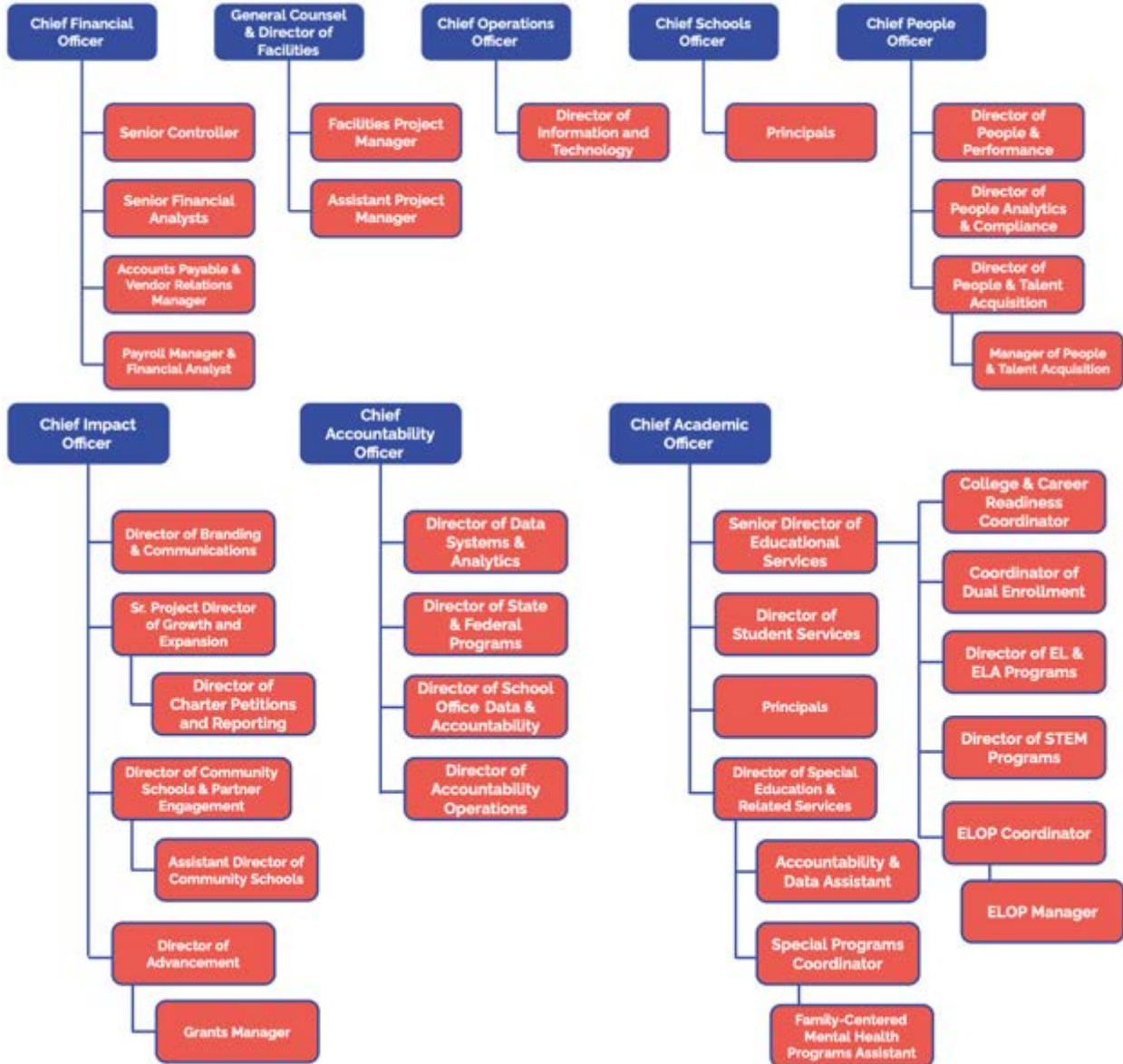
ORGANIZATIONAL CHARTS

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

MPS ORGANIZATIONAL CHART:

MAGNOLIA PUBLIC SCHOOLS ORGANIZATIONAL CHART





Board of Directors

The MPS Board of Directors (the “Board”) is responsible for overseeing Magnolia Science Academy’s operation and governance. The Board is responsible for hiring and supervising the CEO/Superintendent.

Magnolia Public Schools Home Office

The Magnolia Public Schools Home Office (“Home Office”) executes the decisions and policies set by the MPS Board of Directors and provides general management services to the organization. Through the Home Office, MPS establishes its educational mission across all MPS schools. The Home Office offers a range of services that support schools, ensuring compliance and accountability in meeting charter goals. It also promotes shared and promising practices in curriculum, instruction, and assessment, professional development and growth, and implements systems and processes to monitor academic accountability, operational efficiency, and financial sustainability.

By managing the business operations of schools, the Home Office alleviates programmatic and operational burdens on school administrations, allowing them to focus on student outcomes while benefiting from cost-effective services. Key services provided by the Home Office include, but are not limited to:

- Academics:
 - Academic standards, assessment, compliance, and evaluation
 - Curriculum and Instruction
 - Professional development and coaching
 - Special education support
 - English learner support
 - Gifted and Talented (GATE) and special programs support
 - Science and blended learning advisory
 - College and Career Readiness Programs
- Operations:
 - Governance support
 - Finance and accounting
 - Purchasing and contract compliance
 - Policy and procedures management
 - Legal support
 - Facilities management
 - Risk management
 - Information technology and data management
 - Auditing and compliance
 - Regional school site operational support
- Talent:
 - Human resources operations
 - Recruitment and hiring
 - Credentials and qualifications oversight
 - Leadership development and career path support
- External Relations:
 - Family and community engagement
 - Facilitation of school site governance councils
 - Development and fundraising
 - Communications
 - Grants Development and Fundraising
 - Identification of funding opportunities
 - Grant writing and proposal development
 - Fundraising campaigns and donor engagement
 - Compliance with grant reporting requirements
- Community Schools and Programs:
 - Integrated student support services
 - Partnerships with local organizations and community resources
 - Expanded and enriched learning time through after-school and summer programs
 - Family and community engagement initiatives
 - Health, wellness, and social services programs
 - Collaborative leadership and shared decision-making practices
- Accountability:

- Monitoring and evaluating school performance against charter goals and LCAP management
- Data collection and analysis to track academic outcomes and student progress
- Implementation of continuous improvement processes
- Reporting on academic accountability and compliance with state and federal requirements
- Support for schools in meeting accountability metrics, including state assessments and internal benchmarks

Chief Executive Officer/Superintendent

The CEO/Superintendent embodies, advocates, and puts into operation the vision, mission, and strategic direction of MPS, and oversees all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO/Superintendent is not a member of the Board, but will fulfill the role of the corporation's general manager and will have general supervision, direction, and control over the corporation's day-to-day business and officers, subject to the control of the Board. The CEO/Superintendent hires, supervises, disciplines, and as needed, dismisses the Principals, who, in collaboration with the CEO/Superintendent and the People & Culture department at the MPS Home Office, hires, promotes, disciplines, and as needed, dismisses staff and teachers at the school site. The CEO/Superintendent also oversees hiring, supervision, professional development, evaluation, and dismissal of all C-level positions at the Home Office. All the C-level positions report to the CEO/Superintendent. The Board ensures that the CEO/Superintendent is evaluated formally at least once annually.

Deputy Superintendent

The Deputy Superintendent at MPS plays a critical role in overseeing the operational, financial, and strategic initiatives of the MPS network. Reporting directly to the CEO/Superintendent, the Deputy Superintendent is responsible for ensuring the efficiency and effectiveness of non-instructional operations, including finance, facilities, and business operations, while aligning these functions with the academic and organizational goals of the network. The Deputy Superintendent leads efforts to enhance operational excellence and sustainability across all MPS schools, providing strategic guidance in the areas of long-term financial planning, resource allocation, facilities management, and organizational growth. The role also involves close collaboration with the Chief Academic Officer, Chief Operations Officer (COO), and other senior leadership team members to ensure that schools have the necessary resources and support to achieve high academic performance and operational efficiency.

Chief Schools Officer

The Chief Schools Officer ("CSO") at MPS is responsible for overseeing the academic and operational performance of all schools within the MPS network. The CSO ensures that schools meet educational and organizational goals, achieve high academic outcomes, and maintain alignment with MPS' mission to provide a college preparatory educational program with a focus on STEAM. The CSO leads school leaders, including principals and regional directors, providing strategic direction, leadership development, and support in curriculum implementation, professional development, and instructional practices. Additionally, the CSO collaborates with other executive leadership to establish and monitor systems that ensure compliance, data-driven decision-making, and continuous improvement across all MPS schools.

Chief Academic Officer

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

Chief Operations Officer

The COO leads all internal operations and, working in partnership with the Magnolia Home Office Executive Team, Board and other leaders, creates the strategic five-year plan and implements new processes and approaches to achieve it. The COO serves as the internal leader of MPS, coordinating the annual operations plan and leading the performance management process that measures and evaluates progress against goals across MPS. The COO provides for all staff a strong day-to-day leadership presence; bridges all functions and supports an open-door policy among all staff; provides Board support; and leads the organization's Regional Directors and Principals. The COO provides strategic and operational direction to assigned organizational components, and provides leadership to the institution in strategic human resources planning and policy, process, and systems development. The COO supports the Facilities Department with the Prop 39 applications and maintaining the relationship with the Districts in regards to colocation matters. The COO is also responsible for the School Meals, vendor selection, accountability follow up. The Information Technology ("IT") Departments report to the COO as well. Finally, the COO provides support for organizational structuring and staffing, and oversees the supervision of all managerial, professional, paraprofessional, and support staff in each organizational component.

Chief Financial Officer ("CFO")

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

Chief Accountability Officer

The Chief Accountability Officer is responsible for overseeing all data and accountability functions, ensuring compliance to local, state, and federal policies and guidelines, including supervision of school site Office Managers in their CALPADS and data reporting, and maintaining SIS and data systems with data visualization and analysis tools ensuring that the organization and staff use consistent, rigorous evaluation tools to increase the efficacy of Magnolia programs.

Chief Impact Officer ("CIO")

The CIO is regularly required to provide strategic leadership in developing, achieving and maintaining the best possible proactive planning and communication outputs for MPS initiatives that support student achievement. The CIO is continually required to coordinate, analyze and evaluate complex ideas and situations and communicate these items in easy-to-understand language. The CIO is responsible for effective communications (interpersonal, intercultural and public speaking), preparing and implementing annual educational partner surveys, fundraising, community schools program, negotiations and advising school sites and Home Office staff.

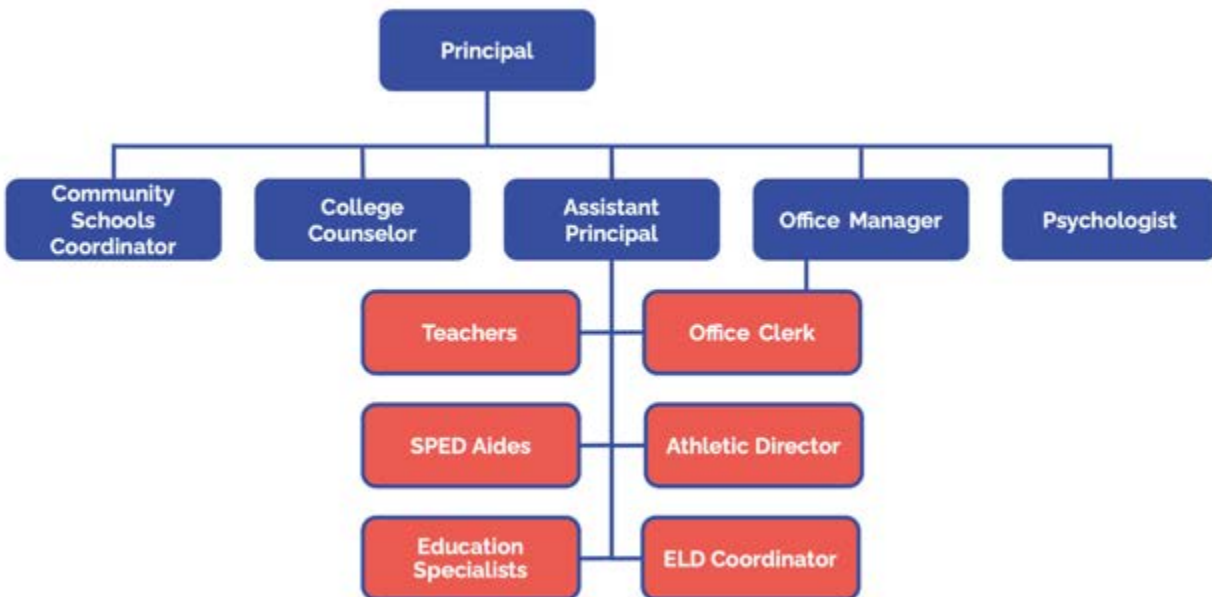
Chief People Officer (“CPO”)

The Chief People Officer sets a vision and strategy for all people, talent, culture and equity work across MPS by including and holding people, students and their families and communities at the center of the work. The CPO builds a lasting culture of equity, inclusion and belonging by operating in authentic partnership and relationship with the C-team (Senior Leadership team), School Leaders, the People & Culture Department and all of MPS educational partners. Additionally, the CPO directs and manages the various core business, financial, process, and systems functions of MPS’ centralized People & Culture Department. The CPO champions and leads the work to develop, support and recognize every MPS staff member, ensuring equitable opportunity for professional growth. Reporting to the CEO/Superintendent, the CPO leads, supports and develops the members of the People & Culture Department.

General Counsel and Director of Facilities

The General Counsel provides effective leadership to ensure MPS’ sustainability and growth, and advises CEO/Superintendent and Board on those areas, including facilities and risk management. The General Counsel and Director of Facilities is responsible for working with architects, developers and consultants on the acquisition, design and construction of new facilities; planning, budgeting and project managing capital and tenant improvements; negotiating and managing leases; and managing relationships with landlords.

CURRENT ORGANIZATIONAL CHART OF MSA-4



MSA-4 is not independent from the rest of the MPS charter schools and Home Office. The Charter School personnel report to their Charter School principal who, in turn, reports to the Chief Schools Officer. The Chief Schools Officer ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the MPS charter schools.

While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-4:

Principal

The Principal is the senior authority at the Charter School, and is responsible for the day-to-day operation of the Charter School. The Principal is the educational and instructional leader of the Charter School, and collaborates with the Chief Academic Officer and Chief Schools Officer on school operations and management. As part of the authorizing body relationship, the Principal also reports to the District as required."

Assistant Principal

The Assistant Principal at the Charter School supports the principal in the day-to-day operations and management of the Charter School. They often take on various responsibilities such as student discipline, teacher evaluations, and curriculum development. The assistant principal may also step in for the principal when needed and play a crucial role in maintaining a positive and productive educational environment.

Dean of Students

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

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

In accordance with the MPS Bylaws, the Board shall include between three (3) and eleven (11) directors. The current Board consists of five dedicated individuals, plus a student representative. Each member of the Board has been carefully chosen for his/her passion and commitment to the MPS vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of MPS. No current employees may serve on the Board of Directors.

Each director shall hold office for five (5) years and until a successor director has been designated and qualified. Board terms are renewable upon mutual consent between the Board and the member. Magnolia's governance structure provides for staggered terms; this is accomplished through our bylaws by appointing members of the Board at different times and for staggered terms.

	First	Name	Last Name	Beginning Term	End term
1	Mr.	Mekan	Muhammedov	4/24/2025	4/23/2030
2	Ms.	Sandra	Covarrubias	8/10/2022	8/9/2027 (former parent)
3	Dr.	Umit	Yapanel	10/12/2022	10/11/2027
4	Mrs.	Diane	Gonzalez	12/10/2024	12/9/2029
5	Dr.	Salih	Dikbas	12/10/2024	12/9/2029
6	Mr.	Naim	Bayraktar	7/12/2024	6/30/2025 (student)

In accordance with the Bylaws, all directors are designated by a vote of the existing Board of Directors. Any vacancy occurring on the Board of Directors shall be filled in accordance with the bylaws. Any member of the community may refer a potential candidate to the Board. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, community engagement and more. The Board is committed to maintaining community representation on the Board (e.g., persons who live within and represent the San Fernando Valley). Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new

Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

Pursuant to Education Code Section 47604(c), the District may, at its discretion, appoint a representative to MPS' Board. If the District chooses to do so, MPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

GOVERNANCE PROCEDURES AND OPERATIONS

BOARD MEETINGS AND DUTIES

The Board meets regularly, at least once a month . All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c)(4). The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Regular meetings of the Board of Directors shall be held monthly at a date and time set by the Board (currently, the second Thursday of the month). Meetings will be held in person in a location within the Board's jurisdiction. A quorum of the Board participates from locations within Los Angeles county, as the majority of Magnolia Public Schools students reside in that county. The schedule for regular Board meetings will be included in the Charter School's monthly calendar that will be distributed to all parents at the Charter School. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting at the Charter School site for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Home Office or such other place as the Board may direct according to its Bylaws. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. Additionally, emergency meetings of the Board in crippling disasters, work stoppages, or other severe emergencies may be held with public notice and agenda posting one (1) hour in advance.

According to the Magnolia Educational & Research Foundation dba Magnolia Public Schools Bylaws, a majority of the directors then in office constitutes quorum. The Board must have no fewer than three (3) and no more than eleven (11) Board of Directors unless amended by the Board. If a quorum is present, the affirmative vote of the majority of the directors present is a decision of the Board. Directors may not vote by proxy. Additionally, the vote or abstention of each board member must be publicly reported for every action taken. They will be recorded in the public record known as minutes and verbally announced during roll call vote.

The pupil member (Student Board Member) has preferential voting rights in which their vote or expression of opinion is recorded in the minutes, but does not count toward the final numerical outcome.

To ensure public participation for Los Angeles County stakeholders, MPS provides video and/or phone conferencing access at its school sites. This allows members of the public to watch and participate in Board meetings via live video and/or phone conferencing capabilities from school sites, homes, or the location of their choice. Information about the participation procedure is included on the agenda and information web pages for the meetings. All participants/speakers have access to language translation services if requested in advance.

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

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

MPS has adopted a conflict of interest policy that complies with the Political Reform Act, Government Code Section 1090, as set forth in Education Code Section 47604.1, and the Corporations Code. The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics including, at minimum, ethics (AB 2158), Conflicts of Interest and the Brown Act.

The Board's responsibilities include, but are not limited to, the following:

- Exercises fiduciary role to ensure that the Charter School is properly managed;
- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies;
- Reviews financial and business dealings and exercises proper judgment in avoiding conflicts of interest;
- Approves and monitors the annual budget and budget revisions;
- Reviews and approves periodic financial reports (balance sheet, income statement, changes in financial position);
- Determine the methods of raising revenue and approving all debts;
- Ensures that proper internal controls are in place and maintained;
- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends;
- Reviews strategic plan and progress;
- Assesses program evaluation plan;
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter petition;

- Develop, adopt and periodically review written policies;
- Hires CEO/Superintendent and evaluates the CEO/Superintendent's performance;
- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation;
- Establishes and communicates clear expectations of board membership;
- Assures effective participation of all trustees;
- Defines, communicates and assures the role of board, committees, and CEO/Superintendent in making decisions;
- Promotes the organization to parents and the general public, including serving as an emissary of the organization to the broader community;
- Promotes cooperative action with other charter and traditional public schools, including activities and occasions when the charter school should take part in coalitions, shared programs, and joint action;
- Approve awarding of contracts in excess of the delegated authority adopted by board policy;
- Approve charter resolutions as necessary and submit requests for material revisions as necessary to the authorizer for consideration;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Recruit and appoint new Board members and provide for orientation training;
- Maintain Board operations; and,
- Assess its own performance.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which MPS and its schools are established.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which MPS and its schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of MPS any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

BOARD COMMITTEES

The Board, by action adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director if performing delegated functions, or non-directors if the committee does not perform delegated functions, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the

authorized number of directors. Any such committee shall have delegated authority of the Board, to the extent provided in the Board's formal authorization, except that no committee may:

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

Meetings and actions of committees of the Board shall be governed by the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records.

EDUCATIONAL PARTNER INVOLVEMENT

All educational partners within the Charter School community play a vital role in advancing the vision and mission of MSA-4 and its programs. MPS is committed to ensuring that all educational partners—staff, families, students, and community members—have a voice in matters critical to the Charter School's success. MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-4. In addition to parent representatives on the Board of Directors, parents are active participants in developing local school policies, leading efforts to engage the support of the community, making recommendations about issues related to the Charter School, and reviewing parental and community concerns. The following are the primary mechanisms through which educational partners at the Charter School site impact decision-making:

PARENT ADVISORY COMMITTEE ("PAC")

The Parent Advisory Committee is a body that works with the Principal to develop, review, and evaluate programs at the Charter School site. The PAC consists of:

- The Principal
- 2 teacher representatives selected by teachers at the Charter School
- 1 other school personnel selected by peers at the Charter School
- 8 parents of students attending the Charter School selected by such parents
- 1 community member selected by parents
- 2 students (grades 6-12) selected by students attending the Charter School

The PAC meets at least eight times a year and makes recommendations and participates in a shared decision-making process regarding matters of interest to families and teachers, e.g., review and comment on the LCAP and related expenditures, including the Title Budget and Title-funded expenditures, in accordance with all state and federal laws and regulations. The PAC obtains

recommendations for, and review of the LCAP (serving as the Single Plan for Student Achievement), recommends it to the Board for implementation, and evaluates its effectiveness annually.

The Charter School will use MSA-4's website to update parents and stakeholders with their school calendar, meeting dates, accountability plans, upcoming events, and more.

The Principal is responsible for communicating the PAC's recommendations to the CEO/Superintendent and/or Board (though all parents/teachers are invited to attend any Board meeting per the Brown Act).

ENGLISH LEARNER ADVISORY COMMITTEE ("ELAC")

State law mandates each public school with 21 or more students who are English Learners in attendance, regardless of language, form a functioning English Learner Advisory Committee. The membership for ELAC at MSA-4 includes: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

PARENT TASK FORCE ("PTF")

The PTF is the Parent/Guardian Club at MSA-4, with a mission to contribute by building a rich, supportive environment for students. The PTF works in partnership with the administration, teachers and parents of MSA-4. All parents or guardians of students currently enrolled in MSA-4 are general members of the PTF, who elect leaders annually including a President, Vice President, Secretary, and Treasurer. The PTF holds monthly members' meetings during the school year.

The PTF facilitates students' success in the 21st century classroom and workforce by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:

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

There are various opportunities for parents to volunteer at MSA-4. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the Charter School. Parents are encouraged to volunteer at events such as Back to School Nights, PTF meetings, contribute to the MPS newsletter and/or participate in various other Charter School opportunities. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

STUDENT-TEACHER-PARENT PORTAL

As noted above, MPS currently uses Infinite Campus, an online web portal, to enable parents, students, and teachers to communicate more efficiently at each of our schools. Teachers maintain a webpage for every class, where they post course materials, homework assignments, projects, grade statistics, and records of students' performance on quizzes, tests, class participation, and homework assignments. Students and parents access these resources using confidential passwords.

In addition to Infinite Campus, MPS utilizes ParentSquare, a two-way communication tool that fosters real-time communication between families, teachers, and staff. ParentSquare enables parents to receive school updates, announcements, and communicate directly with teachers and school administration through messages, posts, and alerts. The tool is accessible via mobile app, email, or text, providing flexibility for families to stay connected.

MPS also provides access to teacher websites, which serve as a hub for digital instructional materials, including online software and programs that support learning. These websites improve collaboration and communication between teachers, students, and parents by centralizing resources such as assignments, learning platforms, and instructional tools.

For families without home computers, MPS encourages them to come to campus and use one of the available computer stations. Additionally, classes will be held at MSA-4 on how to navigate and use both the portal and Teacher Websites, as well as how to access them via computers, smartphones, and free Internet access at public libraries.

The Charter School will use its website to support educational partner involvement by actively updating the school calendar with meetings and opportunities for parents in both English and Spanish. Feedback from parents is collected through our PTF (Parent Task Force) meetings, ParentSquare, and our yearly educational partner surveys. Parents are also given the opportunity to be part of the LCAP process during Parent Advisory Committee meetings.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

MSA-4 will ensure each teacher holds the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. If a teacher does not hold the appropriate certificates, MSA-4 will request an emergency permit or waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Teachers assigned to provide ELD and instruction in subject matter courses for ELs will have the appropriate authorizations.

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

PRINCIPAL

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

Skills and Qualifications for the Principal:

- Bachelor’s degree in a STEAM-related field required; Master’s degree in Education preferred.
- Demonstrated success as a school leader or instructional coach with clear results.
- California Administrative Services Credential or eligibility preferred.

- Deep knowledge of curriculum, instruction, data analysis, and school culture building.
- Commitment to equity, student-centered leadership, and community partnership.

Responsibilities and Duties:

Instructional Leadership

- Lead a culture of high expectations and continuous improvement in teaching and learning.
- Observe, coach, and support teachers to improve instructional quality.
- Facilitate PLCs and implement high-impact, research-based teaching strategies.
- Analyze academic data to drive instructional decisions and improve outcomes for all learners.

Organizational Leadership & School Culture

- Foster a school-wide climate of belonging, academic excellence, and mutual respect.
- Implement school-wide systems for student discipline, safety, attendance, and operations.
- Promote restorative and trauma-informed practices aligned with student success and well-being.
- Uphold and model Magnolia's core values: **Innovation, Connection, and Excellence.**

Talent Management

- Recruit, hire, and retain mission-aligned educators and staff.
- Lead performance management through ongoing feedback, coaching, and formal evaluations.
- Build leadership capacity among staff through distributed leadership and shared ownership.
- Collaborate with the Home Office on staffing, development, and HR processes.

Operational Excellence

- Manage school budget and operations in collaboration with Home Office partners.
- Ensure a clean, safe, and supportive learning environment.
- Maintain compliance with federal, state, and local regulations.
- Coordinate schedules, reporting, and administrative systems effectively.
- Lead strategic enrollment and retention efforts by analyzing trends, engaging families, and promoting the school in partnership with internal and external stakeholders.

Family & Community Engagement

- Partner with families as advocates for student success.
- Communicate regularly and transparently with families and stakeholders.
- Build strong community partnerships to support student learning and enrichment.
- Represent the school at community, district, and charter authorizer events.

ASSISTANT PRINCIPAL

The Assistant Principal, reporting to the school site Principal, leads teacher coaching, professional development and evaluation, curricula development and implementation, monitors student achievement data, oversees student supervision during non-instructional time, including before- and after-school, leads student discipline and restorative justice practices and manage support services, and supports the Principal with operational functions including fiscal and facilities management.

Skills and Qualifications:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred

- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission, and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high-quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Responsibilities and Duties:

Academic Program

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

Student Performance

- Conference with students/parents on academic issues
- Responsible for scheduling and coordination of the tutorial program and instructional after school/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families
- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in Illuminate or equivalent
- Report weekly at administration meeting any teachers who are not using Illuminate or equivalent properly
- Review student progress at the end of each

School Improvement

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

Personnel Management

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

Staff Development

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

Student Management

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

Supervision

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

Discipline

- Oversee discipline issues for teachers in Illuminate or equivalent
- Coordinate and chair the Charter School's Restorative Justice Committee

Support Services

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

Communication

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

Other

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

TEACHERS

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and

social growth. Teachers will help students develop the skills necessary to be productive members of society.

All Charter School teachers hold appropriate California teaching certificates issued by the Commission on Teacher Credentialing. The Charter School fully complies with Education Code Section 47605(l)(1), which states:

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

All teachers are also CLAD certified or hold an English Learner authorization as approved by the Commission on Teacher Credentialing.

Teachers assigned to independent study programs under Education Code 44865(k) must hold a valid teaching credential, and the assignment requires the teacher's consent.

Additional Skills and Qualifications:

- BA or BS (as appropriate) degree
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication and interpersonal skills.

Teacher's Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum.
- Teach instructional subjects according to guidelines established by California Department of Education, charter policies and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with the Special Education Department on fulfilling requirements of student's Individualized Education Programs (IEP)
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments

- Employ technology practices to strengthen the instructional process

Growth and Development

- Incorporate the principles and ideas of the Portrait of a Graduate and Magnolia Public Schools Schoolwide Learner Outcomes in lessons to support student growth.
- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter Principal
- Serve as an example for students, and support mission of the Charter School

Classroom Management and Organization

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

Communication

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

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Other job-related duties and schedules will be assigned to the employee by his/her supervisor

EDUCATION SPECIALIST

The primary role and responsibility of an Education Specialist Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop instructional materials through accommodated and modified curriculum and adjusted lesson plans. The Special Education teacher will conduct work in self-contained, push in, team, departmental or itinerant capacity as necessary. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute (“CPI”), prior to placement in the classroom.

Skills and Qualifications:

- Bachelor's degree directly related to the instruction, physical care, or well-being of children with disabilities
- Valid CA teaching credential
- United States work authorization
- Teaching experience (preferred)

Special Education Teacher's Responsibilities and Duties:

- Work in conjunction with students, parents and other members of staff to develop IEPs where students gain meaningful educational benefit
- Team teach and plan with general education teachers to support the instructional program for students with IEP's
- Manage caseloads of students assigned by holding IEP meetings and presenting present levels to IEP teams
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written IEP is available for review
- Ensure student needs and learning styles are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all accommodations and modifications are being implemented and help special education students in regular class when appropriate
- provide instructional support to all students on their caseload based on the Services documented in the IEP
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are adhered to (accommodations, report cards and goals) when presenting subject matter
- Ensure that accommodations outlined in the IEP are input in the TOMS system for student access with the ELPAC, SBAC and all other formative and summative assessments
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ Universal Design for Learning technology and Multi- Tiered Systems of Support practices to strengthen the instructional process
- Overseeing special education inventory of equipment / materials. Initiate purchasing of assessment, instructional, sensory and intervention materials as appropriate.
- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement restorative behavior support plans. This includes handling crisis situations and physically restraining students as necessary according to IEPs. Additionally, supporting reflection activities, and restoration back into the school/classroom community.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs

- Collaborate with Charter School staff and outside resources regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.
- Other job related duties and schedules assigned by supervisor

COLLEGE COUNSELOR

The College Counselor reports to the Principal and is responsible for administering all aspects of the college search and admission process.

Skills and Qualifications:

Required

- Bachelor's Degree from an accredited institution
- Knowledge of college application and admission best practices
- Ability to manage multiple workflows
- Ability to communicate with students, parents, and colleagues in a professional manner
- Ability to meet strict deadlines involving multiple educational partners
- Proficiency in Google docs, Microsoft Windows, Microsoft Word, Excel, Access, and PowerPoint

Preferred

- Bilingual in English and Spanish
- PPS Credential
- Master's or other advanced degree in counseling or advising

Responsibilities and Duties:

Parents and Students

- Provide strategies, advice, support and guidance to those students and their families from the application process throughout their time here to making the best individualized choice for college.
- Meet with students individually and in groups to educate and empower them on how to navigate the college process, admission trends, and individual college options.

- Counsel and assist students to identify resources for scholarships and financial aid for colleges and universities.
- Conduct course selection group sessions for students and parents.
- Produce regular communications targeting juniors and seniors throughout the school year
- Assess all submissions from students/parents who have completed approved on-site or on-line courses for high school credit.
- Provide group guidance activities such as PSAT interpretations, college selection and admission information, etc.
- Generate a school wide college preparation/awareness plan.
- Write school recommendations for members of the senior class (detailed letters of support).

College Guidance

- Organize financial aid workshops, individual meetings, and respond to data regarding FAFSA/CADAA application rates.
- Provide student and parent updates throughout the year on college applications and scholarship information and deadlines.
- Create and submit materials to colleges in support of college applicants, including transcripts and references/recommendations. May include coordinating the faculty writing of requested recommendations for students applying to college.
- Cultivate mutually beneficial working relationships with college admission professionals and local area college counseling colleagues. Facilitate visits between students and college representatives on campus. Arrange and direct visits to relevant colleges and college fairs.
- Visit college campuses to stay abreast of university offerings and become familiar with the nuances of signature programs.
- Track trends in admission and college counseling fields.
- Manage the Dual Enrollment program. Be the liaison between higher education dual enrollment partners.
- Invite college admission officers to visit the Charter School and meet with students.
- Work with the Test Prep Coordinator to provide information about testing options and preparatory classes.

Other

- Keep office area neat, tidy, and professional at all times.
- Review files and records to answer general requests for information.
- Attend student, parent, faculty, and administrative meetings as needed.
- Other job-related duties and schedules assigned by supervisor

SCHOOL PSYCHOLOGIST

The job of School Psychologist was established for the purpose/s of developing strategies and interventions to assist students in succeeding; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal codes.

Skills and Qualifications:

- Pupil Personnel Services Credential authorizing service as a school psychologist
- Master's degree in Counseling or a related field (preferred)

- Qualifying experience with learning disabilities, behavioral problems, and social/emotional disorders
- Proficiency in Google docs, Microsoft Windows, Microsoft Word, Excel, Access, and PowerPoint

Responsibilities and Duties:

- Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment.
- Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs
- Performs casework services with students and families to help resolve student's behavioral and social problems.
- Selects and administers age appropriate assessment methods and materials in order to determine then needs of the student.
- Consults with teachers and other school personnel to obtain information regarding the reason for referral.
- Gathers background information on the student's psychological history by conducting behavioral observations, making home visits, conducting interviews, and reviewing school records.
- Interprets assessment results and compiles comprehensive psychological assessment reports that address the reason for referral and include appropriate recommendations.
- Serves as a member of the interdisciplinary assessment team assigned to each school and works as a team member in making placement decisions, developing intervention plans, and planning programs to meet the special needs of children.
- Communicates case findings and recommendations to teachers and other school personnel as needed.
- Participates in eligibility committee meetings and contributes to the development of the Individualized Education Program.
- Serves as a resource to teachers and staff regarding psychological services and the academic/psychological needs of students.
- Conferences with and provides information, support, and counseling to parents/guardians of students.
- Provides in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students.
- Organizes and conducts specialized programs to include parent training classes and student support activities.
- Conducts specialized individual and group counseling sessions to address specific emotional, social, and behavioral needs of students.
- Serves as a liaison between the student, home, school, private counseling facilities and community resources such as social services, court services, and family service agencies.
- Provides follow-up support and periodic re-evaluation services as necessary.
- Serves as a member of the Charter School crisis team to provide intervention to students as necessary.
- Makes court appearances to present data and performs court-requested evaluations.
- Compiles monthly reports and maintains accurate case records.
- Models nondiscriminatory practices in all activities.
- Maintains adequate and current testing materials required by school psychologists.

- Other duties as needed

SUBSTITUTE TEACHERS AND TUTORS

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities in MSA-4 are free of charge for all students.

OFFICE MANAGER

Under general supervision of location administrator, serves as office manager, performs a variety of organizational and secretarial duties including those responsibilities of a confidential nature dealing with personnel matters, confidential student and employee information and files and payroll. Duties performed are designed to relieve the administrator of office and routine responsibilities by planning, organizing, and participating in the school office administrative operation.

Skills and Qualifications:

- Knowledge of English composition Basic arithmetic Office practices and procedures
- Operation of various office machines
- Microsoft Word Web browsing techniques Appropriate techniques used in providing information in person and on the telephone
- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Write legibly
- Organize files and keep accurate records
- Produce, retrieve, and store word-processing and email documents
- Communicate effectively orally and in writing
- Type rapidly and accurately using a computer keyboard
- Graduation from high school or evidence of equivalent educational proficiency.
- An Associate of Arts degree from a recognized two year college or 60 semester or equivalent quarter units from an recognized college or university is preferred.
- Courses in office practices and procedures, business arithmetic, and business English are preferred

Responsibilities and Duties:

- Performs diverse managerial responsibilities within areas and limits of authority as delegated by the School principal.
- Manages office personnel, organizes and expedites the workflow of the school site, and offers guidance and direction to other school personnel as needed.
- Works with discretion and independent judgment to complete projects assigned from the Home Office.
- Complies with all administrative reporting (CALPADS, etc.) on behalf of the School.
- Handles emergencies concerning employees and/or students, making decisions independently or recommending action as appropriate.
- Performs a wide variety of administrative tasks, including typing/word processing, proof reading, filing, recording information, and processing and distribution of all correspondence, much of which is of a confidential nature.
- Maintains a high degree of confidentiality regarding all aspects of the school site operation.

- Serves as a major program information resource person, acting as liaison between schools, department, district office, and other locations.
- Dispenses pertinent information and direction to students, parents, staff, and visitors.
- Establishes, maintains and insures proper use of confidential files, which may include student, personnel, and payroll records.
- Composes independently or in accordance with general instruction, correspondence on a wide range of subjects requiring knowledge of procedures and policies of the school, district, or assigned area.
- Takes and transcribes dictation (or uses dictation equipment) for letters, memos, and reports including information of a confidential or sensitive nature.
- Screens correspondence and telephone calls for administrator and staff.
- Maintains multiple calendars.
- Organizes appointments and staff meetings, and makes arrangements for school visitations and facility use.
- Exercises diplomacy in answering questions and resolves situations involving students, parents, volunteers, public, site staff and district personnel through knowledge of school policies and general district rules and regulations.
- Maintains and retrieves financial records, such as school budget, student body accounts, or other school accounts.
- Other duties as needed.

OFFICE CLERK

Under general supervision of location administrator, serves as office secretary or clerk, performs a variety of organizational and secretarial duties including those responsibilities of a confidential nature dealing with personnel matters, confidential student and employee information and files. Duties performed are designed to relieve the administrator of office and routine responsibilities by planning, organizing, and participating in the school office administrative operation.

Skills and Qualifications:

- High school diploma or equivalent (college coursework in office administration or education support preferred)
- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and comfort with other digital tools (email, online meeting platforms, SIS)
- Accurate typing and data entry skills (40–50 WPM with strong attention to detail)
- Strong verbal and written communication skills in English (bilingual abilities, such as Spanish, a plus)
- Knowledge of modern office practices and ability to operate and troubleshoot common office equipment
- Excellent customer service skills for in-person, phone, and digital interactions
- Organizational skills for managing files, records, schedules, and multiple priorities in a fast-paced environment
- Basic math skills for calculations, budget tracking, and purchase order processes
- Understanding of confidentiality requirements and compliance with FERPA and school policies
- Ability to research, problem-solve, and adapt to changing needs, with experience in educational or government office settings preferred

Responsibilities and Duties:

- Performs diverse clerical responsibilities within areas and limits of authority as delegated by the school principal or office manager.
- Handles emergencies concerning employees and/or students, and reporting them to the school principal or office manager.
- Performs a wide variety of secretarial work, including typing/word processing, proofreading, filing, recording information, and processing and distribution of all correspondence, much of which is of a confidential nature.
- Maintains a high degree of confidentiality regarding all aspects of the school site operation.
- Establishes, maintains and ensures proper use of confidential files, which may include student personnel.
- Takes and transcribes dictation (or uses dictation equipment) for letters, memos, and reports including information of a confidential or sensitive nature.
- Screens correspondence and telephone calls for administrator and staff.
- Maintains multiple calendars.
- Organizes appointments and staff meetings, and makes arrangements for school visitations and facility use.
- Exercises diplomacy in answering questions and resolves situations involving students, parents, volunteers, public, site staff and district personnel through knowledge of school policies and general district rules and regulations.
- Other job related duties and schedules assigned by supervisor

COMMUNITY SCHOOL COORDINATOR

The Community School Coordinator (CSC) is responsible for facilitating the process of transforming Magnolia Science Academy schools into an ideal community school model. The CSC will create and sustain clear lines of communication with all educational partners including the Magnolia Public Schools (MPS) Home Office leadership staff. Additionally, they will serve as an integral member of the school leadership team, and support with coordination of programs and services to improve academic and social-emotional outcomes for students. The CSC will collaborate with educational partners, and monitor program quality, and impact by using a data and results-driven approach. Responsibilities may include but are not limited to:

Skills and Qualifications:

- Bachelor's degree or equivalent plus 3 years minimum experience in community, social/human service, public school system, and/or volunteer work. Commensurate work experience in community development, education, social/human service, public school system, and/or volunteer work field may substitute for education requirement
- At least 2 years experience in a supervisory/management-level position; operating one or more programs in a non-profit, education, or school environment
- Proven track record in achieving results in working in youth development, academic enrichment, and/or family support programs. 1-2 years minimum experience collecting, inputting, and analyzing qualitative and quantitative data to drive program results, strongly preferred
- Broad understanding of Multi-tiered systems of support (MTSS) including positive behavior interventions and supports (PBIS). Broad understanding of cradle-to-college-and-career models
- Experience working with and leading community partnerships; Ability to work with various education partners such as administrators, teachers, parents, and students

- Exemplary verbal and written communication skills
 - Self-starter, organized and detail-oriented. Ability to effectively work both independently and in a team environment
 - Ability to exercise discretion and independent judgment
 - Ability to manage competing priorities and meet strict deadlines while working under pressure
 - Experience working with individuals of diverse backgrounds
 - Familiarity working with similar populations in a service area
 - Bilingual in Spanish and English, strongly preferred
 - Must be able to work a flexible work schedule (some weekends, some evenings required)
 - Strong computer skills and complete knowledge of Microsoft Office (Word, Excel, Access, PowerPoint)
 - Professional demeanor and strong interpersonal skills
 - Must pass a criminal background check (Livescan fingerprinting), with both the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI), prior to beginning employment.
 - Must present proof of negative Tuberculosis skin test (Mantoux) prior to beginning employment dated within 60 days.
- Must have access to reliable transportation to travel between work sites. If applicable, will be required to provide proof of current California driver's license, acceptable driving record (current DMV H6 printout), and current liability auto insurance.

Responsibilities and Duties:

- Establishes strong, productive, and trusting relationships with the administrative team, school personnel, Magnolia Science Academy staff, students, and community to seek input on assets and needs to address barriers to learning, equity, and inclusion
- Identify and organize existing services on campus via assets and needs assessment, focus groups, logic model, and continuous cycle for improvement
- Integrate effective education, college preparation, family engagement, enrichment, and expanded learning services into the existing school community in order to impact student achievement and ensure an impactful community school model in collaboration with school staff
- Manage day-to-day operations of the Community Schools model, including managing partnerships, site plans, and coordinating resources as well as evaluating the effectiveness of programs and strategies
- Act as the liaison between school administration, key educational partners, staff, students, and community
- Organize and attend various school meetings and other outreach and grant-related events (program culminations, press events, open houses, community events, etc).
- Effectively communicates program goals, logistics, requirements, and needs with all educational partners: MPS departments, school site staff, administrators, partners, parents, and students
- Plan, develop, and coordinate parent and community outreach activities and programs that support improved student learning and academic achievement.
- Be familiar with all subcontracted partner MOUs and oversee the successful implementation of services.
- Coordinate and work with the Community School Advisory Committee, school administrators, teachers, community-based organizations, parents, and students to identify barriers to learning,

available resources, and gaps, and to develop programming that is community-responsive including a referral process to community-based services.

- Analyze performance measures, school results data (internal and external), and/or program quality to determine the successful implementation of programs and meet program outcomes
- Ensure that transformative progress is made toward meeting grant indicators and objectives and support the academic, post-secondary, and enrichment goals of students
- Coordinate the collection and input of evaluation data used to measure ongoing program effectiveness of services and program outcome measures
- Develop, manage, and coordinate documents and data collection systems needed for internal and external program audits and compliance requirements
- Ensure the timely submission of all required reports and supporting materials to the Chief Impact Officer and requisition agencies.
- Maintain and manage documentation relating to staff performance issues; provide guidance to staff as needed

SPECIAL EDUCATION AIDE

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the Principal. Special education aides who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions.

Skills and Qualifications:

- High school diploma or equivalent; some college coursework in education or related field preferred
- Experience working with students with disabilities in an educational setting
- Ability to assist with personal care needs, mobility support, and physical transfers safely and respectfully
- Knowledge of behavior management strategies and willingness to complete training in crisis intervention and restraint techniques
- Strong interpersonal skills for building positive relationships with students, staff, and families
- Ability to follow teacher direction and adapt to varying instructional and support needs
- Patience, empathy, and cultural sensitivity when working with diverse student populations
- Physical stamina to perform lifting, positioning, and active supervision duties throughout the school day
- Commitment to maintaining confidentiality regarding student information (FERPA compliance)
- Basic organizational skills for preparing materials, maintaining records, and supporting classroom operations

Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly

- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

Student Management

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

Other

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

ENGLISH LANGUAGE DEVELOPMENT COORDINATOR

The job of ELD Coordinator was established for the purpose/s of coordinating school wide activities, disseminating and receiving information related to English Language Development; planning and implementing activities and/or special events; addressing operational issues related to their role as a coordinator of English Language Development activities at school site; providing recommendations of expenditures for activities, equipment, and supplies that enhance the school programs; and serving as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience.

Skills and Qualifications:

- Bachelor's Degree
- Teaching Credential
 - Single Subject: English
 - Single Subject: World Language - English Language Development
 - Multiple Subject
- English Learner Authorization
- 3+ years of credentialed teaching experience
- Experience teaching English Learners, including newcomers
- Relevant experience administering ELPAC

Responsibilities and Duties

- Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners.
- Conducts meetings with staff for the purpose of coordinating districtwide activities including disseminating and receiving information, planning and implementing activities/events, addressing operational issues, etc.
- Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance and mentoring.
- Coordinates a variety of administrative activities (e.g. screening, interviewing, recommending, and/or orienting program staff; etc.) for the purpose of ensuring a positive learning environment and the efficient use of resources within the specified program area.
- Coordinates language proficiency testing (e.g.ELPAC) for the purpose of identifying and monitoring the progress of students that qualify for English Language Development programs.
- Identifies program needs (e.g. instructional materials and equipment, etc.) for the purpose of providing input to school administration that will enhance the ELD program.
- Updates and maintains EL files for all EL students, as well as students who have Reclassified Fluent English Proficient within the past four years, including, but not limited to: collecting work samples, assessment scores, parent notifications and communications.
- Keeps parents informed of all EL assessments as well as annual progress of all EL students.
- Monitors inventory of instructional materials, equipment and supplies for the purpose of identifying required items to provide instruction in accordance with established curriculum.
- Participates in meetings, workshops, trainings, and seminars (e.g. site management team, specialized staff, district curriculum, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of reports and written materials (e.g. District ELD plan, CALPADS reports, benchmark objectives, supply orders, equipment inventory, etc.) for the purpose of documenting activities and ensuring compliance with established guidelines.
- Recommends budget expenditures for the purpose of addressing curricular, equipment and supply needs required to implement the instructional program.
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for the students.
- Responds to inquiries from school personnel for the purpose of providing information, assistance and/or direction related to the grade level or special area activities.
- Other job related duties and schedules assigned by supervisor

ATHLETIC DIRECTOR

Reporting to the Principal, the Athletic Director (Multiple grade levels) oversees and leads all sports programs within all grade levels (TK-12). This role involves coordinating sports activities and communication efforts with staff, parents, students, and the community. Additionally, the Athletic Director (Multiple grade levels) will collaborate closely with school administration, supervise and oversee coaches, plan schedules and games, arrange meetings, actively seek grant opportunities, encourage student participation, implement safety and risk management procedures, and manage the budget for sports programs.

Skills and Qualifications

Knowledge of Operations:

- Planning, organization, and direction of sports programs and services.
- Applicable laws, regulations, and procedures related to sports programs, safety, risk management, and budget management.
- Policies, goals, and objectives of sports programs and activities.
- Oral and written communication skills for effective outreach, collaboration, character development, and financial reporting.
- Interpersonal skills for building relationships with various stakeholders and managing budgets.
- Grant writing and fundraising techniques.

Minimum Requirements:

- Bachelor's Degree (preferred).
- Three (3) years of experience as an Athletic Director (Multiple grade levels) or related field (preferred).
- CPR and First Aid Certified.
- Bilingual (Spanish preferred).

Responsibilities and Duties

- Oversees and evaluates the performance of coaches, ensuring they adhere to school policies and athletic program standards.
- Provides guidance, oversee, and professional development opportunities to help coaches improve their skills and effectiveness.
- Interacts with coaches daily, dedicating 51% or more of their time to engaging with coaches.
- Oversees sports program staff and provide guidance to ensure effective program delivery.
- Encourage and motivate students to actively participate in sports activities, fostering a culture of inclusivity, enthusiasm, and character development.
- Lead communication efforts with staff, parents, students, and the community regarding sports programs and activities.
- Implement safety measures and risk management strategies to mitigate potential hazards during sports programs, activities, and events.
- Arrange and facilitate parent, staff, and community meetings to discuss program updates, progress, and initiatives, including safety protocols, risk management procedures, and behavior initiatives.
- Actively seek grant opportunities to enhance sports programs, considering safety and risk management requirements, character development opportunities, and budgetary constraints.
- Manage the budget for the specific sports programs, including allocating funds, tracking expenses, and reporting on financial performance.
- Collaborate closely with school administration to ensure alignment of sports programs with overall school objectives and initiatives.
- Ensure a safe and supportive environment for all participants, emphasizing the development of social and emotional skills through sports activities while prioritizing safety and character development.
- Perform data analysis of sports program objectives and outcomes to oversee student success and assess safety and risk management.
Coordinate with after-school providers and other stakeholders to integrate sports programs effectively into the overall offerings while addressing safety, risk management, and character development concerns.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and

scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

DEMOGRAPHICS

LOCAL DEMOGRAPHICS

Based on an analysis of MSA-4 students’ residence addresses, the following table lists the top 10 home district schools our students would otherwise be required to attend – three middle schools, one K-12 span school and six high schools.

The demographics of the schools that MSA-4 students would otherwise attend closely mirror the student population of MSA-4:

School	Grade Level	Total	% EL	% FY	% HY	% SED	% SWD	% AA	% AI	% ASN	% FIL	% HSP	% 2+	% PI	% W
Alexander Hamilton Senior HS	9-12	2,055	5.4%	0.5%	1.4%	76.6%	14.8%	24.8%	0.0%	2.2%	0.9%	54.9%	3.6%	0.2%	12.6%
Daniel Webster MS	6-8	438	17.6%	0.5%	2.1%	87.9%	19.4%	16.4%	0.2%	1.1%	0.5%	70.1%	2.3%	0.0%	7.5%

Susan Miller Dorsey Senior HS	9-12	853	18.9%	1.4%	3.5%	97.5%	17.2%	42.3%	0.1%	0.0%	0.0%	52.9%	1.4%	0.2%	2.0%
Venice Senior HS	9-12	2,293	3.8%	0.1%	2.4%	65.2%	12.0%	11.6%	0.0%	5.9%	1.1%	53.1%	6.8%	0.1%	19.5%
Foshay Learning Center	K-12	1,530	11.2%	0.3%	2.9%	85.3%	8.7%	12.7%	0.1%	0.3%	0.1%	84.7%	1.0%	0.0%	0.7%
Los Angeles Senior High	9-12	978	21.8%	0.5%	0.5%	91.9%	16.6%	8.5%	0.0%	2.4%	0.8%	84.6%	0.7%	0.1%	2.8%
West Adams Prep HS	9-12	942	27.8%	0.4%	1.7%	98.3%	14.9%	4.6%	0.1%	0.2%	0.1%	92.6%	0.1%	0.0%	2.0%
University High Charter	9-12	1,385	7.1%	0.3%	1.7%	73.1%	15.7%	21.4%	0.1%	4.7%	1.3%	57.0%	3.0%	0.1%	11.7%
Mark Twain MS	6-8	974	4.3%	0.2%	2.1%	57.9%	13.9%	10.0%	0.0%	7.0%	0.5%	52.0%	10.8%	0.0%	18.1%
Palms MS	6-8	1,081	4.5%	0.1%	1.4%	71.8%	11.9%	25.0%	0.0%	7.1%	0.7%	45.9%	6.4%	0.0%	13.6%
Average			12.3%	0.4%	2.0%	80.6%	14.5%	17.7%	0.1%	3.1%	0.6%	64.8%	3.6%	0.1%	9.0%
MSA-4	6-12	132	16.7%	0.0%	3.0%	90.9%	27.3%	6.1%	0.0%	3.0%	0.0%	85.6%	0.0%	0.0%	5.3%

Source: DataQuest 2024-25 Census Day Enrollment Data File¹³²

SURROUNDING DISTRICT/COUNTY DEMOGRAPHICS

Second largest in the nation, the Los Angeles Unified School District enrolls more than 557,000 students in kindergarten through 12th grade, at over 1,000 schools, and over 219 independent public charter schools. The boundaries spread over 710 square miles and include the mega-city of Los Angeles as well as all or parts of 25 smaller cities plus several unincorporated sections of Southern California.¹³³

The following data shows MSA-4 vs. District enrollment in 2024-25 by student group:

	Total	% EL	% FY	% HY	% SED	% SWD	% AA	% AI	% ASN	% FIL	% HSP	% 2+	% PI	% W
LAUSD	516,685	18.6%	0.5%	2.7%	82.4%	15.6%	7.1%	0.1%	3.3%	1.6%	73.6%	2.1%	0.2%	9.7%
MSA-4	132	16.7%	0.0%	3.0%	90.9%	27.3%	6.1%	0.0%	3.0%	0.0%	85.6%	0.0%	0.0%	5.3%

The data indicates that MSA-4 is generally reflective of LAUSD's population balance and MSA-4 is committed to maintaining the designated ratios. Based on the comparative data, MSA-4 will further increase enrollment outreach to reach the communities general population of African American, Asian, and White families throughout the charter term. Please see the Recruitment Plan below.

OUTREACH AND RECRUITMENT PLAN

MSA-4 pursues a wide variety of venues for the distribution of information about the Charter School, which has reached historically underserved communities and the general population reflective of the area, including diverse learners, including but not limited to students with special education needs, and English learners including redesignated fluent English proficient pupils). MSA-4 maintains a community

¹³² Unless otherwise noted, all academic and school site data cited throughout this petition is sourced from the California Department of Education's DataQuest site: dq.cde.ca.gov/Dataquest.

¹³³ <http://achieve.lausd.net/about>

presence at local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan provides sample activities that MSA-4 will continue to undertake to maintain the goals and balance reflective of LAUSD's demographics.

Outreach efforts incorporate multilingual communications specifically English, based on the language needs of the community. The MPS and MSA-4 website includes comprehensive information about the academic and student centered supports. While open to all students, MSA-4 focuses outreach efforts within a 10-mile radius of the Charter School location.

MSA-4 uses a variety of strategies to recruit a diverse population including:

- Direct mailing of 10,000 postcards to the parents/guardians who have 5th through 12th grade children; (October)
- Distributing flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments; (October-May)
- Holding presentations at community meetings at the key locations listed above; (September-May)
- Hosting Open Houses and providing individualized tours of the school regularly (year-round)
 - *A Spanish-speaking representative is available for non-English-speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.*
- Hosting individual/family meetings;
- Doing neighborhood walks in the community (October-May)
- Social Media Advertising (year-round)

The strengthened MSA-4 recruitment plan builds on existing strategies while adding clear, measurable goals to increase enrollment and ensure diversity, equity, and inclusion. Community outreach is expanded through door-to-door canvassing, partnerships with nonprofits, and targeted engagement with local cultural and social service organizations. Outreach will also be multilingual and accessible, with translated materials, staff available to connect, and enrollment team representatives to ensure all families have a point of contact for support through the enrollment process.

The plan also emphasizes visibility through media and events. Geo-targeted social media campaigns, local Spanish-language media placements, and consistent digital advertising will raise awareness, while themed open houses, student showcases, and feeder school outreach will highlight MSA-4's academic programs. Parent ambassadors will further strengthen recruitment by offering personal testimonies and referrals, building trust within the community.

To measure success, the strategic enrollment plan establishes specific metrics. Enrollment progress will be tracked quarterly, with sign-ins and digital interest forms collected at every event. Continuous improvement will be supported by parent and student focus groups, monthly data tracking, and annual reviews with advisory committees, ensuring the recruitment strategy remains responsive and effective.

Specific Actions

Date	Event	Location
August	Orientation for all/new students	Zoom/In-Person

	Baby2Baby distribution event Social media campaign	MSA-4 Email Online / Digital
September	<i>Hispanic Heritage Month Activities</i> Coffee with Admin Back to School Night Fall Spirit Week Senior Info Night/College Fair Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
October	Coffee with Admin Fall Festival College Info Night Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
November	<i>American Indian Heritage Month Activities</i> Coffee with Admin Thanksgiving Feast FAFSA Night Baby2Baby distribution event Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
December	Coffee with Admin STEAM Expo Community Fair Open House – Middle School Open House – High School Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
January	Coffee with Admin Open House – Middle School Open House – High School Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
February	<i>Black History Month Activities</i> Coffee with Admin Open House – Middle School Open House – High School CalFresh Workshop Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
March	<i>Women's History Month Activities</i> Coffee with Admin Open House – Middle School Open House – High School 826LA Workshop Free Spanish CPR Certification Course Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
April	<i>Autism Awareness & Child Abuse Prevention Month Activities</i> Coffee with Admin Spring Festival Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital

May	<i>Mental Health Awareness Month Activities</i> Coffee with Admin MPS-wide STEAM Expo Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
June	<i>Pride Month Activities</i> New Family Mixer Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital
July	Summer Bridge Program (Incoming 6th, 9th grade) Referral campaign Social media campaign	Zoom/In-Person MSA-4 Email Online / Digital

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student’s academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require

a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. A Lottery Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preference shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. If the number of students who wish to attend the school exceeds the openings

available, entrance shall be determined by single random public drawing in accordance with Education Code Section 47605(d)(2) and as set forth below.

In accordance with Education Code Section 47605 (e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

STUDENT RECRUITMENT

Please see Element 7, “Outreach and Recruitment Plan” above for a description of how the Charter School performs outreach to the geographic area’s diverse population including and not limited to recruiting students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities.

LOTTERY PREFERENCES AND PROCEDURES

An open application period will be publicly announced each year and communicated during outreach/recruiting efforts detailed in Element 7. The Charter School will include specific information in its outreach materials, on the Charter School website, at community meetings and open forums notifying parents of the Charter School’s open application period and lottery dates. MSA-4 will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with the approved charter.

ENROLLMENT PREFERENCES

Pursuant to Education Code Section 47605(e)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of a lottery for the impacted grade level(s), with the exception of existing students, who are guaranteed enrollment in the following school year, enrollment preferences will be given. Admission preferences shall given in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Board members or employees of Magnolia Public Schools, not to exceed 10%
3. Foster youth or homeless students ¹³⁴
4. Residents of the District

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

LOTTERY PROCEDURE

The public random drawing will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends at the end of the Friday before the Thanksgiving break, and if applicable, a lottery is held at least two weeks after the open application period ends.)

MSA-4's office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties. Otherwise, the school will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

In the lottery, all applicants eligible for the first preference group will be drawn by SchoolMint (or another software program) and listed in order for each grade level. Applicants eligible for the second and third preferences are drawn if space is available. This will continue until the number of applicants in a preference category exceeds the spaces available; at that point, a lottery will be run among all applicants in the preference category, and continue in that manner. Once the grade level capacity is met, the remaining students' names will continue to be drawn randomly within their preference category and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied.

MSA-4 will use SchoolMint to conduct the lottery to ensure fair execution of the lottery procedures. Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school's main office for inspection upon request. Each applicant's admission application will be kept on file for the academic year with their assigned lottery number in the school database and on their enrollment application.

¹³⁴ Disclosure is not required; however, families that would like their students to be granted a preference on that basis would be given that opportunity.

NOTIFICATIONS OF ADMISSION STATUS

Notifications of admission status will be mailed to all applicants within two weeks of the lottery. After admission, enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admission lottery or application order, if the application was received after the close of open enrollment. The enrollment packet shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹³⁵

If the enrollment packets are not returned complete within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. Charter School staff will be available to assist families in completing this paperwork if needed.

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families will be contacted in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the school.

The waitlist for the current school year remains active until the end of the school year and does not “roll over;” applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

¹³⁵ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The MPS Board shall select an independent auditor through a request for proposal format. The auditor will be on the California State Controller’s list of auditors approved to conduct charter school audits as listed at the following link: (<https://cpads.sco.ca.gov/CPAList.aspx>).

The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit

provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Executive Officer or designee, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the MPS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MSA-4. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal. The language that follows is largely consistent with the language of Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsion or involuntary removals, and may modify the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as MSA-4's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MSA-

4 administration shall ensure that students and their parents/guardians¹³⁶ are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to

¹³⁶ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MSA-4 school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and self-regulation strategies. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- School-wide PBIS program incentives
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-4 staff. Teachers and staff will not only report discipline issues on the school information system, Infinite Campus, but also positive behaviors and accomplishments on the school-wide PBIS system, Kickboard. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

RESTORATIVE JUSTICE PRACTICES

MSA-4 is committed to fostering a positive school climate and addressing student behavior in ways that build community, strengthen relationships, and repair harm. To achieve this, the MSA-4 will continue to strengthen and implement a Restorative Justice (RJ) framework as a core component of its discipline policy and school culture.

Restorative justice practices at MSA-4 will be used to: build and maintain community, address harm and conflict, reduce exclusionary discipline as an alternative to suspension or expulsion, promote accountability and empathy, and ensure equity and fairness.

Following are list of alternatives to be considered before suspending a student: restorative community circles and conversations, check-ins/check-outs with a trusted adult, student or class contracts, peer mentoring, mediation, re-entry and safety plans/meetings, school or community service, apology letters, and skill-building assignments.

MSA-4 will provide ongoing professional development for teachers, staff, and administrators on restorative practices, trauma-informed care, and culturally responsive approaches. Restorative justice outcomes and participation will be monitored as part of the Charter School's behavior data review process to assess effectiveness and ensure continuous improvement.

ALTERNATIVES TO SUSPENSION

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This tiered behavior intervention plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MSA-4 believes that alternatives to suspension aligned with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: verbal warning, phone call home, parent conference, teacher/administrative reflection detention, written assignment/research/presentation, restorative circles or conferences, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), goal setting with progress monitoring, referral (counseling, SSPT, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and Social Emotional Learning lessons, referrals to community programs and resources, referral to counseling services, and Home Visits.

USING STUDENT BEHAVIOR DATA

MSA-4 will collect, monitor, and analyze student behavior data to ensure a safe, supportive, and inclusive learning environment for all students. Behavior data, including incident reports and office discipline referrals will be recorded in the student information system, Infinite Campus. Positive behavior acknowledgments will be recorded in the School's PBIS system, Kickboard. Both systems are synced to a new Data Management System, Abre, which creates reports and graphs for staff to use during their data monitoring. This information will be reviewed weekly during administration meetings and monthly during school-wide PBIS meetings. The purpose of reviewing this data is to:

1. **Identify Trends and Patterns:** Examine frequency, location, time of day, and type of behavior incidents to inform targeted interventions and supervision strategies.
2. **Support Individual Students:** Use data to identify students who may benefit from tiered supports, behavior intervention plans, or wraparound services.
3. **Monitor Effectiveness of Interventions:** Assess the impact of positive behavior supports, restorative practices, and other interventions to ensure continuous improvement.
4. **Inform Professional Development:** Identify areas where staff may need additional training in classroom management, trauma-informed practices, or social-emotional learning strategies.
5. **Promote Equity:** Disaggregate behavior data by student group to monitor for disproportionate discipline practices and ensure equitable treatment for all students.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-4 or at any other school; or (3) a MSA-4 sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

Discretionary Suspension Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 6 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 6 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers a and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 6 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate

violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of the student's with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a detrimental effect on the student's physical or mental health.
 - iii. Causing a reasonable student to experience interference with the student's academic performance.
 - iv. Causing a reasonable student to experience interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision 1 (a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.

Mandatory (Non-Discretionary) Suspension Offenses

Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certified school employee, with the Chief Executive Officer or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present the student's version and evidence in the student's defense in accordance with Education Code Section 47605(c)(5)(J)(i). This

conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

In-School Suspension

MSA-4 may authorize and implement In-School Suspension (ISS) as an alternative to out-of-school suspension when it is determined that the student's continued presence on campus does not pose an immediate threat to the physical safety or well-being of others, and the offense is one that is eligible for ISS under Education Code and the School's discipline policy.

Students serving an ISS will be assigned to a designated on-campus location—such as a supervised student support or intervention room—that is separate from the student's regular classroom environment. This location will be free from unnecessary distractions and equipped to support both academic and behavioral goals.

A trained staff member (e.g., campus aide, paraprofessional, or behavior support staff) will supervise students at all times. The supervising staff member will be trained in trauma-informed practices, de-escalation strategies, and positive behavior supports to ensure the student remains engaged and supported during the suspension.

During ISS, students will continue to receive assignments and instructional materials from their teachers. Whenever possible, students will have access to online learning platforms and/or printed assignments to ensure continuity of learning. Teachers will be expected to provide meaningful, grade-level work so that students remain current with classroom instruction. Completed work will be collected and returned to teachers for grading.

The ISS program will integrate opportunities for students to:

- Participate in reflective activities (e.g., behavior reflection sheets, goal-setting exercises)
- Receive targeted social-emotional learning (SEL) lessons
- Access counseling or check-ins with the school counselor or Student Services staff as appropriate
- Participate in restorative conversations to repair harm before returning to the classroom

These supports aim to address the root causes of the behavior and equip the student with strategies to be successful in the future.

When a student is assigned to ISS, the School will notify the parent/guardian (or, if applicable, the foster child's educational rights holder, attorney, and county social worker) as soon as possible, and no later than the end of the school day. Notification will be made by phone and in writing, and will include: the reason for the ISS assignment, the duration of the suspension, expectations for the student during ISS, academic assignments and supports that will be provided, and school contact information for the staff member supervising ISS.

The maximum length of an in-school suspension will not exceed five (5) consecutive school days per incident and twenty (20) days total per academic year, in accordance with applicable law.

The Charter School will not assign ISS for offenses precluded under California Education Code for other public schools, including:

- Acts of hate violence as defined in Education Code section 48900.3
- Harassment, threats, or intimidation against a pupil or group of pupils or school personnel (Education Code section 48900.4)
- Making terrorist threats against school officials or property (Education Code section 48900.7)

If a student commits one of these prohibited offenses, the School will follow its discipline policy to determine appropriate action, which may include out-of-school suspension or other interventions, always prioritizing the safety of students, staff, and visitors while serving the best interests of the student involved.

The ISS program is intended as an alternative to exclusionary discipline. MSA-4 will ensure that the ISS experience is purposeful, supportive, and restorative in nature, with the goal of maintaining student engagement, addressing behavioral concerns, and reintegrating the student into the classroom successfully.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian may be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to an MSA-4 student in any of grades 6 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either up on the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made, or as soon as practicable thereafter. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be expunged. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and California Code of Regulations Section 16024.

Authority to Expel

Upon a recommendation of expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference with the Principal or designee to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MSA-4 or at any other school; or (3) a MSA-4 sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under “Rehabilitation Plans.”

Expulsion (Discretionary Offenses)

- a) Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
- b) Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.
- c) Unlawfully possessed, used, or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion in excess of \$1,000.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for the person’s immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 6 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 6 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 6 to 12, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of the student’s age, or for a person of the student’s age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on the student’s physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with the student’s academic performance.
Causing a reasonable student to experience substantial interference with the student’s ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - a) An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

u) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee’s concurrence.

Expulsion Mandatory Offenses

- a) Possessed, sold, or otherwise furnishing a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

EXPULSION PROCEDURES

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial hearing officer (“Hearing Officer”) or an Administrative Panel selected by the Principal, at the Principal’s discretion, following a hearing as described below. If an Administrative Panel is utilized, it will include at least one certificated person, none of whom have been members of the Board or on the staff of the Charter School in which the

student is enrolled. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be “on call” for a particular month should their presence be needed at an Administrative Panel hearing. The Hearing Officer or Administrative Panel may expel any student found to have committed an expellable offense. The pupil will be notified on the same day of the Hearing Officer or Administrative Panel’s decision, or as soon thereafter as is practicable, and will later be followed up with a written letter acknowledging the Administrative Panel’s decision.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense and recommends the student for expulsion.

After a Hearing Officer or Administrative Panel hears the case, either will make a determination whether to expel the student. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian by the Principal or designee at least five (5) school days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MSA-4’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel or the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Hearing Officer or Administrative Panel must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer or Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the witness may leave the hearing room.
4. The Hearing Officer or Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Hearing Officer or Administrative Panel may remove a support person whom the Hearing Officer or Administrative Panel finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MSA-4 must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-4. The Hearing Officer or Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer or Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom the presiding officer believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness

shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

Expulsion Decision

The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact.

If the Hearing Officer or Administrative Panel decides not to expel, the student shall immediately be returned to their educational program.

Written Notice to Expel

The Principal or designee following a decision of the Hearing Officer Administrative Panel to expel shall send written notice of the decision to expel within five (5) school days, including the Hearing Officer or Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA-4
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MSA-4 shall maintain records of all student suspensions and expulsions at MSA-4. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO/Superintendent of MPS explaining the basis for the appeal and attaching any supporting documentation, within ten (10) school days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO/Superintendent of MPS shall call a meeting of the Board of Directors. The Board shall meet to consider the appeal within fifteen (15) working days of receipt of a timely written request for an appeal, or as soon thereafter as is practicable. The appeal is not an additional hearing, and no new evidence may be produced or taken. Rather, the appeal shall be considered in closed session. The parent or student representative may address the Board prior to closed session in accordance with the Brown Act. The Board will render its decision and provide notice within two (2) school days, or as soon as is practicable. The decision is final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students. The Charter School has contracted with the District to provide interim placement services for students.

The Charter School shall work with parents/guardians of expelled students and the District for placement at a community day school or other alternative program. Should the Charter School determine after the recommendation for expulsion that the student will remain enrolled at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement through the District, the Charter School will notify the District of such determination.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy and after notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth above.

BULLYING

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq.* MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of

hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of District

The Charter School shall immediately notify the District SELPA, Charter Operated Programs in LAUSD ("COP LAUSD") and coordinate the procedures in this policy with the District SELPA ("COP LAUSD") of the discipline of any student with a disability or student who the Charter School or District SELPA ("COP LAUSD") would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in, the State Teachers’ Retirement System (“STRS”).

CLASSIFIED STAFF MEMBERS

All full-time classified staff members, including, but not limited to, office staff and instructional aides are eligible to participate in the Public Employees’ Retirement System (“PERS”).

Employees participating in PERS also qualify for Social Security.

MPS employees participate either in PERS or STRS according to their eligibility. Staff members who leave MSA-4 to work for the Home Office have the option of retaining their PERS or STRS status, if eligible. Home Office staff not eligible for PERS or STRS qualify for social security and may elect to participate in an employer 403(b) plan.

OVERSIGHT OF BENEFITS

The People & Culture Department, and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees.

The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, workers compensation, and other payroll obligations. All withholdings from

employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the District.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

MSA-4 is a school of choice and no students shall be required to attend.

Parents and guardians of each student enrolled in the charter school will be informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in MSA-4, except to the extent that such a right is extended by the local education agency.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at the Charter School.

Sick or vacation leave or years of service credit at the District will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Alfredo Rubalcava

Magnolia Public Schools
250 E 1st St., Ste. 1500
Los Angeles, CA 90012

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Alfredo Rubalcava
Magnolia Public Schools
250 E 1st St., Ste. 1500
Los Angeles, CA 90012

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must

provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports

4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the CEO/Superintendent will serve as the Charter School's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
 - **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes,

standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance

coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)