



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II C
Date:	10.08.2015
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Michelle Crumpton, Chief Academic Officer
RE:	Charter Petition Application for Anaheim Charter

Proposed Board Recommendation

I move that the board approves the resolution authorizing filing of the MSA-Anaheim charter petition for fall 2016 with necessary changes to be incorporated to comply with laws and regulations and authorizer requests.

Background

This is a charter petition to be submitted to the Anaheim City School District (ACSD) for the fall of 2016. The term of the charter is 2016-2021. The grade configuration is K-6. The number of students in the first year of the charter term will be about 730. The enrollment capacity is about 850 students. 5 year budget and 1 year cash flow are attached. Please note that attached is a draft petition, necessary changes will be incorporated to comply with laws and regulations and authorizer requests.

Budget Implications

Budget attached.

Name of Staff Originator

Michelle Crumpton, Chief Academic Officer

Attachments

- Board Resolution #20151008-1
- Magnolia Science Academy-Anaheim - Charter Petition (2016-2021)
- Appendices
- MSA-Anaheim 5 year budget and 1 year cash flow



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

BOARD RESOLUTION

Resolution No. 20151008-1

WHEREAS, the Board of Directors of Magnolia Public Schools (MPS) (“the Board”) has now reviewed the Magnolia Science Academy – Anaheim (MSA-Anaheim) Charter Petition for a five-year term (2016-2021) to be submitted to the Anaheim City School District (ACSD) for approval;

NOW, THEREFORE, BE IT RESOLVED that, the Board authorizes the filing of the final approved draft of the MSA-Anaheim Charter Petition, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Petition:

- Ms. Michelle Crumpton, Chief Academic Officer, will serve as the “Lead Petitioner,” and is hereby authorized to sign the Charter Petition and to take all steps necessary for approval.

PASSED AND ADOPTED by the Board of Directors at a meeting held on October 8, 2015, by the following vote:

AYES: NOES: ABSENT: ABSTAIN:

Saken Sherkanov, Secretary
MERF Board of Directors

Date

MAGNOLIA SCIENCE ACADEMY- ANAHEIM



CHARTER SCHOOL PETITION

by

MAGNOLIA PUBLIC SCHOOLS (MPS)

13950 Milton Ave. Ste. 200B

Westminster, CA 92683

Phone: (714) 892-5066

Fax: (714) 362-9588

Presented to:

Anaheim City School District

Charter Term: July 1, 2016 – June 30, 2021

TABLE OF CONTENTS

<u>MAGNOLIA SCIENCE ACADEMY-ANEHEIM</u>	1
<u>TABLE OF CONTENTS</u>	2
<u>LIST OF APPENDICES</u>	4
<u>ASSURANCES AND AFFIRMATIONS</u>	5
<u>ELEMENT 1: THE EDUCATIONAL PROGRAM</u>	6
INTRODUCTION	7
1.1 COMMUNITY NEED FOR CHARTER SCHOOL	16
1.2 STUDENT POPULATION TO BE SERVED	16
1.3 GOALS AND PHILOSOPHY	19
1.4 INSTRUCTIONAL DESIGN	61
1.5 CURRICULUM	46
1.6 PROFESSIONAL DEVELOPMENT	61
1.7 MEETING THE NEEDS OF ALL STUDENTS	69
1.8 A "TYPICAL DAY"	86
<u>ELEMENT 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED</u>	88
MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM	88
MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS	92
MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT	97
DATA ANALYSIS AND REPORTING	98
GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION	99
<u>ELEMENT 4: GOVERNANCE</u>	101
4.1 GOVERNANCE STRUCTURE	101
4.2 GOVERNING BOARD COMPOSITION AND MEMBER SELECTION	116
4.3 GOVERNANCE PROCEDURES AND OPERATIONS	117
4.4 STAKEHOLDER INVOLVEMENT	119
<u>ELEMENT 5: EMPLOYEE QUALIFICATIONS</u>	121
5.1 EMPLOYEE POSITIONS AND QUALIFICATIONS	121
5.2 ESEA/NCLB AND CREDENTIALING REQUIREMENTS	131
<u>ELEMENT 6: HEALTH AND SAFETY PROCEDURES</u>	132
<u>ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE</u>	139
<u>ELEMENT 8: ADMISSION REQUIREMENTS</u>	141
8.1 ADMISSION REQUIREMENTS	141
8.2 STUDENT RECRUITMENT	142
8.3 LOTTERY PREFERENCES AND PROCEDURES	142
<u>ELEMENT 9: ANNUAL FINANCIAL AUDITS</u>	144
9.1 ANNUAL AUDIT PROCEDURES	144
9.2 BUSINESS PLAN	145
<u>ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES</u>	146

10.1 PROGRESSIVE POSITIVE DISCIPLINE	146
10.2 GROUNDS FOR SUSPENSION	147
10.3 SUSPENSION PROCEDURES	149
10.4 GROUNDS FOR EXPULSION	151
10.5 EXPULSION PROCEDURES	155
10.6 ADDITIONAL PROVISIONS	159
<u>ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS</u>	164
<u>ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</u>	165
<u>ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES</u>	166
<u>ELEMENT 14: MANDATORY DISPUTE RESOLUTION</u>	167
<u>ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER</u>	169
<u>ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES</u>	170
<u>ADDITIONAL PROVISIONS</u>	176

LIST OF APPENDICES

APPENDIX 1. PROPOSED BUDGET AND CASH FLOW

APPENDIX 2. BYLAWS

APPENDIX 3. ARTICLES OF INCORPORATION

APPENDIX 4. BOARD ROSTER

APPENDIX 5. REQUIRED SIGNATURES

ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any student 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. Cal. Education Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Cal. Education Code § 47605(d)(2)(A).
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, with a lottery exemption for existing pupils of the charter school. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Anaheim City School District. Other preferences permitted by the chartering authority that are consistent with the law. Cal. Education Code § 47605(d)(2)(B).
- Not require any child to attend MSA-Anaheim nor any employee to work at the charter school.
- In accordance with Education Code § 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, MSA-Anaheim shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- Be deemed the exclusive public employer of the employees of MSA-Anaheim for purposes of the Educational Employment Relations Act.
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004. Meet all statewide standards and conduct the student assessments required, pursuant to Education Code §§ 60605 and 60851, and any other statewide standards authorized in statute, or assessments application to students in non-charter public schools. Comply in a timely fashion with all reporting requirements, including enrollment, attendance (ADA), standardized testing, and other data and information required.
- Ensure that teachers at MSA-Anaheim hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold under NCLB and other applicable laws. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.



Michelle Crumpton, CAO

9/17/15

Date

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

The contact phone number of the Charter School is (714) 892-5066.
The contact person for the Charter School is Chief Academic Officer, Michelle Crumpton.
The requested term of the charter shall be for five years beginning with the board approval of the charter before the 2016-17 school year and ending on June 30, 2021.
The grade configuration is K-6.
The number of students in the first year of the charter term will be about 730.
The grade level(s) of the students the first year of the charter term will be K-6.
The scheduled opening date of the Charter School is August 16, 2016.
The admission requirements are included in Element 8.
The enrollment capacity is about 850 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency). See “Target Student Population” for anticipated 5-year grade-level enrollment.
The instructional calendar will be traditional. See section 1.5 for the instructional calendar and the bell schedule.

INTRODUCTION

The Magnolia Educational & Research Foundation (“Foundation”) dba Magnolia Public Schools (MPS)¹ is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS’ vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS’ educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements.

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

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

MSA-Anaheim is primarily designed to meet the needs of the students in the Anaheim City School District (“ACSD” or “District”) and will operate as a site-based school. MPS operates 11 charter school sites throughout California with an increasing trend of academic success, organizational and financial stability. The Board of MPS² desires to offer the successful education model of MSA-Anaheim to the students and parents of the Anaheim, California area and is pleased to submit this petition to open MSA-Anaheim in the fall of 2016.

¹ Source: www.magnoliapublicschools.org

² Please see Appendix 4 for more information about the Magnolia Public Schools Board of Directors.

MAGNOLIA PUBLIC SCHOOLS (MPS)

Background

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

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

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

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

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

The following steps are taken for successful transition:

- Magnolia Public Schools Home Office (“Home Office”) Support and Supervision: Please see section 4.1 for the types of services provided by the Home Office to each individual MPS charter school site.
- Seed administrators and teachers: Administrators and teachers at existing MPS schools will transfer to the new schools to implement the MPS’ education program at the new locations. These successful teachers and administrators help ensure a smooth transition as MPS continues to expand its schools by grade and location.
- Policy and document transfer: All policies and documents will be made available to the new school staff.
- MPS weekly meetings: School administrators and Home Office officers will hold weekly meetings to oversee the entire process.

Current Locations and Grade Levels of MPS Sites

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

Figure 1: Current locations and grade levels of MPS sites

Authorized by the Los Angeles Unified School District (LAUSD):

Magnolia Science Academy-1: 18238 Sherman Way, Reseda, CA 91335	6-12
Magnolia Science Academy-2: 17125 Victory Blvd., Van Nuys, CA 91406	6-12
Magnolia Science Academy-3: 1254 East Helmick St., Carson, CA 90746	6-12
Magnolia Science Academy-4: 11330 W Graham Place, Los Angeles, CA 90064	6-12
Magnolia Science Academy-5: 18230 Kittridge St., Reseda, CA 91335	6-12
Magnolia Science Academy-6: 3754 Dunn Dr., Los Angeles, CA 90034	6-8
Magnolia Science Academy-7: 18355 Roscoe Blvd., Northridge, CA 91325	K-5
Magnolia Science Academy-Bell: 6411 Orchard Ave, Bell, CA 90201	6-8

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

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

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

Magnolia Science Academy-Santa Clara: 14271 Story Road, San Jose, CA 95127	6-12
---	------

Authorized by the State Board of Education (SBE):

Magnolia Science Academy-Santa Ana: 102 Baker St E, Costa Mesa, CA 92626	K-12
---	------

1.1 COMMUNITY NEED FOR CHARTER SCHOOL

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

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

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

Echoing with the above need, Magnolia Public Schools (MPS) bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in math, science, and technology. According to a 2008 report from the National Science Board, "The Science and Engineering Workforce: Realizing America's Potential,"² current trends indicate serious future problems that may threaten our long-term prosperity and national security. These include:

- Flat or reduced domestic student interest in critical areas, such as engineering and the physical and mathematical sciences,
- Large increases in retirement from the science and engineering (S&E) workforce projected over the next two decades,
- Projected rapid growth in S&E occupations over the next decade, at three times the rate of all occupations,
- Anticipated growth in the need for American citizens with S&E skills in jobs related to national security, following September 11, 2001.

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

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

- Global competition for S&E talent is intensifying, such that the United States may not be able to rely on the international S&E labor market to fill unmet skill needs;
- The number of native-born S&E graduates entering the workforce is likely to decline unless the Nation intervenes to improve success in educating S&E students from all demographic groups, especially those underrepresented in S&E careers.

In 2005, the National Academies re-emphasized this need with the release of a report: “Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future.”³ The report was re-visited in 2010². The report concludes there is a serious risk that the United States may soon irrevocably cause it to lose its lead in science and technology.

MPS seeks to respond to the following recommendation made in the report:

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

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

Further, the President’s Council of Advisors on Science and Technology (2010)⁴ describes the importance of middle and high school education as follows:

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

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

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

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

livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world.” (PCAST, 2010)

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

MSA-Anaheim’s proposed charter school will serve a target demography of %78.2² Hispanic/Latino. According to the Bureau of Labor Statistics³, from 2010 to 2020: Hispanics will increase from 15 to 19 percent of the civilian labor force while non-Hispanic whites will decrease from 68 to 62 percent.

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

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

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

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

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

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

- Electrical, electronics, and electromechanical assemblers (20%)
- Telecommunications line installers and repairers (17%)

¹ President’s Council of Advisors on Science and Technology (PCAST). “Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics.” February 7, 2012. Washington, D.C.
² Bureau of Labor Statistics, U.S. Department of Labor. News Release. Employment Projections: 2010-2020. USDL-12-0160. Table 1. Civilian labor force, by age, sex, race, and ethnicity, 1990, 2000, 2010, and projected 2020.
³ U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, County Business Patterns, Economic Census, Survey of Business Owners, Building Permits, Census of Governments Retrieved from <http://quickfacts.census.gov/qfd/states/06/0669000.html> Last Revised: Thursday, 06-Jun-2013

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

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

- Aircraft mechanics and service technicians (17%)
- Than in higher paying STEM professional occupations:
- Architectural and Engineering managers (5%)
- Computer and Information Systems managers (4%)

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

Implementation Plan

MSA-Anaheim will build on the history, background and experiences of the existing Magnolia schools. MSA-Anaheim will further extensively utilize the experiences of the other MPS schools including the successful elementary school MSA-7 (2013 API score of 904). Having established 11 charter schools throughout California, MPS has significant experience in the areas of public school administration, particularly in the areas of public school finance, attendance accounting, teacher credentialing, and curriculum development and assessment. Please see page 8, “Background” section for the steps taken for successful replication of our educational program.

Detailed implementation plan is shown in Table 1 below. The plan was drawn assuming that the charter school petition of MSA-Anaheim would be approved by January, 2016. Facility relocation, setting up financial and administrative systems and controls, student recruitment, and identifying possible financial support sources tasks will be started concurrently after the petition approval. Other tasks will be completed before the first day of the 2016-2017 academic year.

Table 1. MSA-Anaheim Implementation Plan

TASK	2016 -Jan	2016 -Feb	2016 -Mar	2016 -Apr	2016 -May	2016 -Jun	2016 -Jul
Secure and Set-up Facility							
Petition Approval							
School Principal Hired							
Staff Recruitment							
Advertising for Teachers and Admin Assistants							
Interviews							
Faculty selection							
Faculty hired							
Office Manager hired							
Year 1 Annual Planning and Professional Training							
Staff orientation; School Vision and Mission							
Staff Planning/Team Building							
Staff / Board Startup Retreat							
Initial Professional Training							
2016-2017 Master schedule							
Lesson plans for the first 2 months							
Assessment plan and materials							
Recruit and Enroll Students							
Build a Student Recruitment Team							
Develop Materials (Flyer, application etc.)							
Contact Parents/Students already identified							
Community/Youth/Family outreach							
Public drawing if needed							
Student Handbook finalized							
Student and Family orientation							
Set-up Financial and Administrative Systems and Controls							
Prepare the Safety Plan							

Student attendance reporting process planning & setup							
Office Services Set-up with Central Office							
Update budget and financial plan							
Accounting planning							
Employee Handbook finalized							
Establish the School Site Council							
Identify potential sources of support							

1.2 STUDENT POPULATION TO BE SERVED

We expect that majority of the students come from the city of Anaheim. MSA-Anaheim will recruit students from all areas of ACSD, with a goal of creating an economically and ethnically diverse student population. MSA-Anaheim intends to recruit students from low income and socio-economically disadvantaged families. MPS schools have been successful with and will continue to attract students from such demographics through its free after-school tutoring, academic intervention/enrichment classes, advanced studies program, home visits programs, and other means of recruitment as explained in Element 7.

MSA-Anaheim will provide individualized attention to students. MSA-Anaheim will strive to help students from all backgrounds to participate in its Advanced Studies Program which include Advanced Placement courses, academic after-school clubs such as Robotics and Advanced Math Program through which students prepare for nationwide and international competitions.

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

Table 2 shows two MPS schools for comparison purposes. MPS has significant success with the elementary program in MSA-7 with a similar demographic population as ACSD schools listed in Tables 4 & 5, i.e., predominantly Hispanic/Latino, low income, and socioeconomically disadvantaged students from diverse backgrounds. A 6-8 Public School Choice charter school MSA-Bell has also been very successful in serving students from similar demographics. Both schools have shown significant gains in 2013 API scores. Therefore, MPS believes that it can substantially decrease the burden on the area schools in Anaheim and similarly enable students to pursue STEM careers in the area colleges and businesses.

Table 2. Demographic Data for Similar MPS Schools

Similar MPS Schools	Enrollment (2014-15)	Hispanic	White	English Learners (2014-15)	Free-Reduced Meals (2014-15)	2013 API Growth	2013 Similar Schools Rank
Magnolia Science Academy-7 (K-5) in Reseda, CA (LAUSD)	295	66.1%	17.6%	25.1%	76.3%	904	10
Magnolia Science Academy-Bell (6-8) in Bell, CA (LAUSD)	489	94.9%	4.3%	15.1%	94.1%	763	5

Table 3. Demographic Data for Area Schools

School	Enrollment (2012-13)	African American	Asian	Filipino	Hispanic	White	Other
Area Elementary Schools							
Franklin (Benjamin) Elementary	908	0.8%	1.7%	1.8%	90.5%	4.2%	1.1%
Loara Elementary	553	5.4%	14.1%	2.5%	67.5%	8.0%	2.5%
Madison (James) Elementary	660	0.6%	13.2%	2.4%	72.4%	9.4%	2.0%
Orange Grove Elementary	681	0.3%	1.5%	0.1%	96.3%	0.6%	1.2%
Palm Lane Elementary	721	3.3%	3.2%	1.1%	83.8%	6.2%	2.4%
Ross (Betsy) Elementary	1,009	0.3%	3.1%	1.5%	90.9%	3.0%	4.3%
Stoddard (Alexander J.) Elem.	708	1.1%	14.3%	2.3%	69.6%	11.9%	0.9%

Table 4. Performance Data for Area Schools

School	School Profile		API		AYP (2012)				2013 Statewide School Ranking	2013 Similar School Ranking	PI Status
	English Learners (2014-15)	Free-Reduced Meals (2014-15)	2013 Growth API	Growth from 2012 to 2013	All Components	English	Math	API			
Area Elementary Schools											
Franklin (Benjamin) Elementary	54.3%	87.3%	807	-26	No	No	No	Yes	5	8	Year 1
Loara Elementary	48.1%	79.0%	797	-7	No	No	No	Yes	5	6	Year 5
Madison (James) Elementary	55.8%	80.9%	799	+19	No	No	Yes	Yes	5	6	Year 3
Orange Grove Elementary	72.1%	94.3%	777	-4	No	No	No	Yes	4	7	Year 4
Palm Lane Elementary	63.1%	88.5%	746	-25	No	No	No	No	2	5	Year 5
Ross (Betsy) Elementary	63.9%	87.8%	757	-21	No	No	No	No	3	5	Year 5
Stoddard (Alexander J.) Elem.	47.9%	71.3%	833	0	No	No	No	Yes	7	7	Year 1

Student Projection

At full capacity, MSA-Anaheim will serve about 850 students in grades K-6. Please see the following table for projected grade level enrollment at MSA-Anaheim for the following five years. To reach its enrollment targets, MSA-Anaheim has created a recruitment plan and will do many outreach activities as outlined in general terms in Element 7. Depending on the building capacity and the number of applications each year, the following enrollment projections may be revised, in which case the Charter School will inform the District. The successful education model of the school presents a great choice to the students and parents of ACSD. We are confident that our diverse outreach efforts, supported by our success, will contribute to meeting our enrollment targets.

Table 5. The projected grade-level enrollment of MSA-Anaheim for the following five years

Projected Grade-level Enrollment at MSA-Anaheim					
Grade	2016-17	2017-18	2018-19	2019-20	2020-21
TK/K	130	135	140	140	140
1	100	120	125	135	135
2	100	100	120	125	135
3	100	100	100	120	125
4	100	100	100	100	120
5	100	100	100	100	100
6	100	100	100	100	100
Total	730	755	785	820	855

1.3 GOALS AND PHILOSOPHY

Vision

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

Mission

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

Core Values

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

- Scholarship
- Critical Thinking
- Effective Communication
- Social Responsibility

Student Learning Outcomes (SLOs)

MPS graduates will be:

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).

Critical Thinkers who:

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

Effective Communicators who:

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

Socially Responsible Global Citizens who:

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

An Educated Person in the 21st Century

As the sociologist Francis Fukuyama stated, our economy has shifted from an industrial base to a technology base, with the digital exchange of information being the cornerstone¹. It has become apparent that our nation's economic future will require a technologically competent and highly adaptable workforce. Problems facing our society at all levels are increasingly scientific and technological in nature. To address these concerns effectively, Americans need to be science literate. A good science education will help students acquire “scientific habits of thinking,” an important component of critical thinking.

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

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

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

How Learning Best Occurs

Learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are learning in school^{2,3}. The rigorous CCSS-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, MSA-Anaheim offers Life Skills courses designed to help students attain organizational and study skills, which are crucial to enable students to become self-motivated, competent, and lifelong learners.

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

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

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

² D. Fortus et al, “Design-based science and student learning,” *Journal of Research in Science Teaching*, vol. 41, no. 10, pp. 1081-1110, 2004.

³ S. B. Mertens and N. Flowers, “Middle school practices improve student achievement in high poverty schools,” *Middle School Journal*, pp. 33-43, Sep 2003.

New knowledge and skills must build on current knowledge and skills, using a combination of independent study and collaborative activities. Learning occurs best when motivation is intrinsic rather than extrinsic. Thus, teachers and parents play a critical role in developing the inner desire to know and to discover. A high quality learning environment must be one that is highly structured and generously flexible, allowing students to explore and discover, and operates with high standards that challenge students. Indeed, the ideal learning environment consists of a “community of scholars” in which teachers and students learn together through the open exchange of ideas and information.

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

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

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

Distinguishing Features in MSA-Anaheim’s Approach

As our economy’s base has shifted from industry to technology, the digital exchange of information has become the cornerstone of success both in scholastic and subsequent undertakings¹. Problems facing our society at all levels are increasingly scientific and technological in nature. It has become apparent that our nation's economic future will require a technologically competent and highly adaptable workforce. To address these concerns effectively, young Americans need to be science and technology literate. MSA-Anaheim bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in STEM². The comprehensive science education provided by MSA-Anaheim helps students acquire a whole set of necessary intellectual habits and attitudes that might well be called “scientific habits of thinking,” an important component of critical thinking.

The curriculum at MSA-Anaheim emphasizes collaborative learning, a key factor in fostering a cooperative work ethic. Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 420 million³. Minorities will account for about 50% of the total population by 2050. These estimates also indicate that 85% of this increase in population will be the result of immigration from three areas of the world—Asia, Africa, and Mexico/Latin America. Over the next 50 years, it will be essential for people to work cooperatively in a multicultural environment while maintaining core cultural knowledge and values that allow for the development of social capital.

Recognizing that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, MSA-Anaheim also works with staff, families, and the community to provide our youth

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

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

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

with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically.

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

MSA-Anaheim utilizes an instructional approach that emphasizes equitable access to curriculum for all learners. These strategies embrace a constructivist, inquiry-based approach to teaching that allows students to take ownership of their education. Students at MSA-Anaheim who do not have their needs met by teacher-centered instruction are able to access the curriculum by utilizing collaborative learning, hands-on learning, co-teaching, technology-based instruction, jigsaw activities, chanting/singing, and other innovative techniques. The petition describes our instructional approaches, curriculum and teaching methods in detail in sections 1.4 “Instructional Design” and 1.5 “Curriculum” of the petition.

Small Class Size

MSA-Anaheim will have approximately 30 students per class. The low student-teacher ratio guarantees close communication between the teachers and students and gives the teachers the opportunity to devote extra time to each student. This also makes it possible for children to learn at their own pace and receive the individual attention that is crucial for their positive development. Studies performed by Harvard University researchers show that smaller classes produce substantial improvement in early learning, and that the effect of small class size on the achievement of minority children is about double that observed for other children in the first four years of an experimental program in Tennessee¹.

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

In addition to increasing student achievement, smaller classes:

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

Goals

The MPS program aims to improve students’ performance in reading, writing, and math, to reduce dropout rates, to achieve high student attendance rates, and to increase the number of students who pursue careers in STEM areas. Historically, minority groups including Latino students pursuing careers in STEM areas have been very low. Please see the section labeled “the need” for the statistics. Recent research suggests that a significant cause of these low numbers is

¹ F. Mosteller, “The Tennessee study of class size in the early school grades,” *Future Child*. Summer-Fall;5(2):113-27, 1995.

that the students from these ethnic backgrounds have inadequate exposure to intensive STEM curricula¹. MSA-Anaheim is an indispensable addition to the community because its education program aims to²:

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

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 (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) or LCAP update, as appropriate, to the Office of Charter Schools and the Orange County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. Code section 47605(b)(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 Ed. 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 annual update." Ed. Code § 47606.5(e).

Pursuant to Ed. Code § 47605(b)(5)(A)(ii), please see the table below, describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Ed. Code § 52060(d), and specific annual actions to achieve those goals. Further below in Elements 2&3, please find tables that delineate MSA-Anaheim

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

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

schoolwide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Ed. Code § 52060(d). As the State finalizes new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new LCAPs as applicable to charter schools, MSA-Anaheim will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on § 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

Table– Measurable goals of the educational program (Eight State Priorities)

CHARTER SCHOOL ANNUAL GOALS & ACTIONS TO ACHIEVE THE STATE PRIORITIES
--

STATE PRIORITY #1: BASIC SERVICES	
--	--

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

TEACHERS:	
------------------	--

ANNUAL GOALS TO ACHIEVE PRIORITY #1	<ul style="list-style-type: none"> ▪ For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.
-------------------------------------	---

ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process. <i>(Principal; HR)</i> ▪ Charter School will annually review master schedule/teacher assignments to ensure compliance. <i>(Principal)</i>
---------------------------------	---

INSTRUCTIONAL MATERIALS:	
---------------------------------	--

ANNUAL GOALS TO ACHIEVE PRIORITY #1	<ul style="list-style-type: none"> ▪ For each year of the charter, every student will have sufficient access to standards-aligned instructional materials.
-------------------------------------	---

ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will annually review alignment of instructional materials to standards. <i>(Principal; Home Office)</i> ▪ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials <i>(Principal; Business Manager)</i> ▪ Charter School will annually review budget and plan to ensure adequate budget for instructional materials <i>(Principal; Business Manager)</i>
---------------------------------	--

FACILITIES:	
--------------------	--

ANNUAL GOALS TO ACHIEVE PRIORITY #1	<ul style="list-style-type: none"> ▪ For each year of the charter, the school facilities will be maintained in good repair.
-------------------------------------	--

ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Annual and monthly facility inspections will screen for safety hazards. <i>(Principal)</i> ▪ Daily general cleaning by custodial staff will maintain campus cleanliness. <i>(Custodian, with report to Principal)</i>
---------------------------------	--

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

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

CCSS IMPLEMENTATION	
----------------------------	--

ANNUAL GOALS TO	<ul style="list-style-type: none"> ▪ Charter School will fully implement state-adopted ELA and Math academic content
-----------------	---

ACHIEVE PRIORITY #2	and performance standards by 2014-15 for all students, including subgroups.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will ensure ELA and Math curricula and assessments are aligned to the CCSS. <i>(Principal; Home Office)</i> ▪ Annually, teachers will participate in professional development on the implementation of CCSS. <i>(Principal; Home Office)</i>
EL STUDENTS	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	<ul style="list-style-type: none"> ▪ EL students will gain academic content knowledge through the implementation of CCSS. ▪ EL students will gain English language proficiency through the implementation of CCSS.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will provide CCSS aligned ELA and math instruction using SDAIE instructional strategies, support and intervention to all ELs and monitor student progress in ELA and math as measured by the MAP test. <i>(Principal; Dean of Academics)</i> ▪ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. <i>(Principal; Dean of Academics)</i>

STATE PRIORITY #3: PARENTAL INVOLVEMENT

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

PARENT INPUT

ANNUAL GOALS TO ACHIEVE PRIORITY #3	<ul style="list-style-type: none"> ▪ Charter School will provide opportunities for parent input in school site decisions.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. <i>(Principal)</i> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. <i>(Principal)</i> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. <i>(Principal)</i>

PROMOTING PARENT PARTICIPATION

ANNUAL GOALS TO ACHIEVE PRIORITY #3	<ul style="list-style-type: none"> ▪ Charter School will provide opportunities for parent involvement.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. <i>(Principal)</i> ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through CoolSIS, an online

	<p>web portal. <i>(Principal; Dean of Academics)</i></p> <ul style="list-style-type: none"> ▪ Charter School will communicate with the parents of academically low-achieving students. <i>(Principal; Dean of Academics)</i> ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. <i>(Principal; Dean of Academics)</i>
--	---

STATE PRIORITY #4: PUPIL ACHIEVEMENT

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

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

(A) STATEWIDE ASSESSMENTS

ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> ▪ Charter School will set and strive to meet targets in ELA and math on the CAASPP assessment system.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will synthesize CAASPP and MAP student achievement and growth information into reports and regularly review progress towards targets. <i>(Principal; Dean of Academics; Home Office)</i> ▪ Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students and monitor student progress in ELA and math as measured by the CAASPP and MAP tests. <i>(Principal; Dean of Academics; Home Office)</i>

(B) API

ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> ▪ Charter School will meet or exceed the annual API growth target.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will synthesize API and AYP information into reports and regularly review progress towards targets. <i>(Principal; Dean of Academics; Home Office)</i>

(C) COLLEGE/CAREER READINESS

- Grade Levels Not Applicable

(D) EL PROGRESS

ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> ▪ EL students will advance at least one overall performance level on the CELDT and/or ELPAC each year.
-------------------------------------	--

ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. <i>(Principal; Dean of Academics; EL Coordinator)</i>
(E) EL RECLASSIFICATION RATE	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> EL students will be reclassified as fluent English proficient (RFEP) annually.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. <i>(Principal; Dean of Academics; EL Coordinator)</i>
(F) AP EXAM PASSING RATE	
<ul style="list-style-type: none"> Grade Levels Not Applicable 	
(G) EAP PARTICIPATION & PASSING RATES	
<ul style="list-style-type: none"> Grade Levels Not Applicable 	

STATE PRIORITY #5: STUDENT ENGAGEMENT

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

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

(A) SCHOOL ATTENDANCE RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	<ul style="list-style-type: none"> Charter School will maintain a high student attendance rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> Charter School will provide a safe environment that cultivates respect for self and others. <i>(Principal; Dean of Students)</i> Charter School will encourage and support student attendance. <i>(Principal; Dean of Students; Office Manager)</i>
(B) CHRONIC ABSENTEEISM RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	<ul style="list-style-type: none"> Charter School will maintain a low chronic absenteeism rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. <i>(Principal; Dean of Academics; Dean of Students)</i> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. <i>(Principal; Dean of Students; Office Manager)</i>
(C) MIDDLE SCHOOL DROPOUT RATES	

<ul style="list-style-type: none"> ▪ Grade Levels Not Applicable
(D) HIGH SCHOOL DROPOUT RATES
<ul style="list-style-type: none"> ▪ Grade Levels Not Applicable
(E) HIGH SCHOOL GRADUATION RATES
<ul style="list-style-type: none"> ▪ Grade Levels Not Applicable

STATE PRIORITY #6: SCHOOL CLIMATE

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

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

(A) PUPIL SUSPENSION RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	<ul style="list-style-type: none"> ▪ Charter School will maintain a low student suspension rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will annually assess its suspension policies and procedures and document and implement alternatives to suspension. <i>(Principal; Dean of Students; Home Office; MPS Board)</i> ▪ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. <i>(Principal; Dean of Students; Dean of Academics)</i> ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. <i>(Principal; Dean of Students)</i>
(B) PUPIL EXPULSION RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	<ul style="list-style-type: none"> ▪ Charter School will maintain a low student expulsion rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will annually assess its expulsion policies and procedures and document and implement alternatives to expulsion. <i>(Principal; Dean of Students; Home Office; MPS Board)</i> ▪ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. <i>(Principal; Dean of Students; Dean of Academics)</i> ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. <i>(Principal; Dean of Students)</i>
(C) SENSE OF SAFETY AND SCHOOL CONNECTEDNESS	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	<ul style="list-style-type: none"> ▪ Students, parents, and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE	<ul style="list-style-type: none"> ▪ Charter School will annually administer school satisfaction surveys to students, parents, and teachers. <i>(Principal; Home Office)</i>

ANNUAL GOALS	
--------------	--

STATE PRIORITY #7: COURSE ACCESS

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

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

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

COURSE ACCESS

ANNUAL GOALS TO ACHIEVE PRIORITY #7	<ul style="list-style-type: none"> Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School’s academic and educational program as outlined in the charter petition.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. <i>(Principal; Dean of Academics; Home Office)</i> 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 subgroups. <i>(Principal; Dean of Academics; Home Office)</i>

STATE PRIORITY #8: PUPIL OUTCOMES

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

ANNUAL GOALS TO ACHIEVE PRIORITY #8	<ul style="list-style-type: none"> Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives provided by the Charter School.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> Charter School will regularly review student performance progress towards targets, including course grades, state assessment and internal assessment scores, and other benchmarks in each subject area. <i>(Principal; Dean of Academics; Home Office)</i> Charter School will provide additional supports and interventions as needed, including afterschool and Saturday tutoring. <i>(Principal; Dean of Academics; Home Office)</i> Charter School will organize an annual STEM Festival. <i>(Principal; Dean of Academics; Home Office)</i>

1.4 INSTRUCTIONAL DESIGN

MPS implements an education model based on its four core values: 21st Century Scholarship, Critical Thinking, Social Responsibility, and Effective Communication. MPS has developed this model over the years with services and support from the MPS Home Office. MPS Home Office (“Home Office”) provides supervision, support, and services to all its schools to ensure its education model is implemented efficiently and successfully. Home Office responsibilities include curriculum development, professional development, data management, and other services outlined in section 4.1.

Figure 1 – MPS Educational Services Model

21 st Century Scholarship	Critical Thinking	Effective Communication	Social Responsibility
<ul style="list-style-type: none"> ▪ STEM Focused Career and College Readiness ▪ Data Driven Instruction ▪ Accelerated Academics ▪ Digital Citizenship and Technological Proficiency 	<ul style="list-style-type: none"> ▪ Common Core Methodology ▪ Inquiry-based Learning ▪ Effectively Integrating Technology into Teaching and Learning 	<ul style="list-style-type: none"> ▪ World Languages Program ▪ Department and Grade-level Meetings ▪ Home Visits ▪ Academic Clubs ▪ After-School Tutoring 	<ul style="list-style-type: none"> ▪ Life Skills Program ▪ Field Trips And Guest Speakers For Motivation ▪ Community Service and Volunteerism ▪ Entrepreneurship

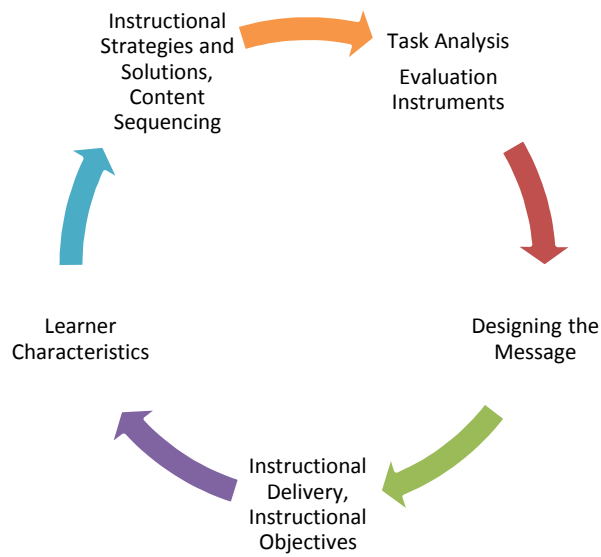
MPS implements an education model based on its four core values using the Jerold Kemp instructional design method and model. The Jerold Kemp instructional design method and model defines five different components of an instructional design and at the same time adopts a continuous implementation/evaluation model.¹ This model will be integrated into Bloom’s Learning Taxonomy for academic cohesiveness.

Figures 1&2 describe the support model for school sites. All personnel and fiscal resources cited in this matrix will be used for academic project management, support, planning, revision, and evaluation of each school’s academic programs and structure. Alignment through curricular resources and Human Capital initiatives will be the catalyst for Magnolia Public Schools ascendant academic trajectory.

MPS will continue to implement this education model to support its curriculum that is based on the California State Content Standards and the Common Core State Standards, frameworks and benchmarks for assessment in each of the content subject areas. Alignment through curricular resources and Human Capital initiatives will be the catalyst for Magnolia Public Schools ascendant academic trajectory. This section explains the MPS Education Model and how each MPS school site designs its educational program around it.

¹ http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesignmodels.htm

Figure 2 – Kemp’s Instructional Design Method



1.4.1 21st Century Scholarship

- STEM Focused Career and College Readiness

STEM Emphasis in Curriculum

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

Math courses will provide a comprehensive scope and sequence in an effort to address the diverse skills, interests and backgrounds of all learners. Students will be assessed for their current knowledge and skill level and placed in the most appropriate class. Those with little math background will be supported with remediation and intervention. Students with a strong background are provided with enrichment opportunities.

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

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

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

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

MSA-Anaheim will organize and participates in math and computer programming competitions for elementary and middle school students throughout the county. Through various activities, competition days will become a targeted event to arouse student interest.

MSA-Anaheim will offer a variety of after school clubs to students to stimulate their interest in and extend their knowledge of various subjects covered in the classroom. Students who are high achieving in math and science will be invited to participate in our Advanced Math program that is designed to motivate and encourage students. MSA-Anaheim will offer electives and clubs to give students access to STEM programs early on. These programs include but are not limited to Computer Literacy, MathCounts, First Lego League, and Science Olympiad clubs. The school will also involve

parents in co-facilitating such after-school programs and activities.

- **Data Driven Instruction**

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

Identifying Student Needs Through Computer Adapted Tests

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

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

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

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

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

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

Differentiated Instruction

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

Students who are achieving substantially below grade level will be identified through multiple measure assessments

including MAP Tests, sample Smarter Balanced test questions, Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, educational materials that provide review and re-teaching are used. McGraw Hill's publisher resources and the Accelerated Math program will allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and instructional materials based on CCSS/framework which have not been achieved.

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

Early Intervention

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

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

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

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

- **Accelerated Academics**

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

Advanced Math Program (AMP)

Advanced Math is MSA-Anaheim's program for students achieving above grade level. This program helps students develop critical and analytical thinking skills while providing them with a motivational and challenging environment of prestigious regional, national, and international math, science and computer competitions. Ultimately, students in this program prepare for the International Olympiads where a group of 4 or 6 students represent each country. The International Olympiads are the most prestigious and most difficult competitions in which high school students can participate.

Advanced Math Program aims to motivate and encourage students to advance their studies and pursue careers in STEM fields. In the computer class, students will learn the programming language Scratch. Scratch is programming language for beginners. In math class, students learn creative problem solving strategies.

Through Advanced Math Program, MSA-Anaheim students will prepare for the following competitions:

- International Mathematics Olympiad (IMO)
- International Olympiad in Informatics (IOI)
- USA Math Olympiads (USAMO)
- USA Computing Olympiads (USACO)
- American Mathematics Competitions (AMC-8, AMC-10, AMC-12, AIME)
- MathCounts
- Math League
- Math Olympiads for Elementary and Middle Schools (MOEMS)

Advanced math will be offered both as an elective class and after school club at MSA-Anaheim. Students will have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. They will get coached by experienced Advanced Math Program coaches.

1.4.2 Critical Thinking

▪ Inquiry-based Learning

The MSA-Anaheim program seeks to:

- Increase students' interest in science, mathematics and reading by innovative, engaging CCSS-based curriculum.
- Provide a challenging curriculum designed to increase students pursuing careers in science, mathematics, and technology.
- Provide a quality rigorous curriculum that is aligned to CCSS.
- Sharpen students' thinking skills by providing hands-on inquiry activities.
- Improve students' academic skills, especially those who are performing below grade level, by providing a comprehensive free tutoring program.

Additionally, in order to give future MSA-Anaheim students the essential math, science and technology skills needed to be successful and to forge a deeper understanding of learning, the MSA-Anaheim program goals include those suggested as necessary by prominent researchers in science and math education and will:

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

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

Students View Themselves as Scientists in the Process of Learning:

1. They look forward to doing science.
2. They demonstrate a desire to learn more.
3. They seek to collaborate and work cooperatively with their peers.
4. They are confident in doing science; they demonstrate a willingness to modify ideas, take risks, and display healthy skepticism.

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

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

Students Plan and Carry Out Investigations:

1. Students design a way to try out their ideas, not expecting to be told what to do.
2. They plan ways to verify, extend or discard ideas.

3. They carry out investigations by: handling materials, observing, measuring, and recording data.

Students Communicate Using a Variety of Methods:

1. Students express ideas in a variety of ways: journals, reporting out, drawing, graphing, charting, etc.
2. They listen, speak and write about science with parents, teachers and peers.
3. They use the language of the processes of science.
4. They communicate their level of understanding of concepts that they have developed to date.

Students Propose Explanations and Solutions and Build a Store of Concepts:

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

Students Raise Questions:

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

Students Use Observation:

1. Students observe, as opposed to just looking.
2. They see details, they detect sequences and events; they notice change, similarities and differences, etc.
3. They make connections to previously held ideas.

Students Critique Their Science Practices:

1. They use indicators to assess their own work.
2. They report their strengths and weaknesses.
3. They reflect with their peers.

Structured inquiry: a hands-on problem is investigated by giving students a procedure and materials but students are not informed of the expected outcomes.

Guided inquiry: materials and a problem to investigate are provided but students devise their own procedure.

Open inquiry: similar to guided inquiry but students develop their own problem to investigate.

Learning cycle: students are engaged in an activity that introduces a new concept. The teacher then provides the formal name for the concept.

The instructional program at MSA-Anaheim will combine the following instructional strategies with inquiry based learning for a balanced approach to instruction.

- Direct Instruction
- Discussion groups
- Literature circles
- Field trips
- Collaborative learning groups
- Scholarly circles, debates, and reflections
- Writers workshops
- Journaling and writing across the curriculum (math, science, etc.)
- Rubric-based self-evaluation, group evaluation, and class evaluation
- Project-based learning
- Whole class instruction
- Flexible scheduling
- Flexible grouping
- Guest speakers
- Independent projects
- Individual instruction
- Ongoing assessment
- Student demonstration
- Technology
- Differentiated curriculum

It is important to note that significant research has been conducted about the benefits of and inquiry based science program for special populations. It seems particularly important that inquiry-oriented teaching may be especially valuable for many underserved and underrepresented populations. In one study, language-minority students were found to acquire scientific ways of thinking, talking, and writing through inquiry oriented teaching (Rosebery et al., 1990). Inquiry-oriented science teaching was shown to promote development of classification skills and oral communication skills among bilingual third graders (Rodriguez & Bethel, 1983). Active explorations in science have been advocated for teaching deaf students (Chira,1990).

As is all too often the case, students who struggle with the English language or who have had few role models for education often shy away from asking questions and engaging in a traditional classroom. Inquiry based learning helps engage all learners. In the model of inquiry-based learning students use exploration, reflection and questioning techniques, shared ideas and engaged in dialogue with one another and not just a teacher. The role of the teacher during the process is to act as a guide who challenges the students to think beyond their current processes by asking divergent questions.

As noted by the North Central Regional Education Laboratory, “Students identified as being at risk of educational failure often receive a watered-down curriculum that emphasizes the acquisition of basic academic skills. All students—especially those at risk—need to be engaged in interesting and challenging learning that goes beyond basic proficiencies.” Additionally, “Title I legislation dictates that all students should receive an education that develops their skills in problem solving and advanced thinking. Yet according to Means and Knapp (1991), the dominant approaches to teaching at-risk students provide “little or nothing to foster the growth of reasoning, problem solving, and independent thinking” (p. 4).

Teachers in an inquiry based model address these issues facing the low income and minority students.

The inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more student-centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something fascinates students and reflects their interests and goals.

Assessment is focused on determining the progress of skills development in addition to content understanding. Inquiry learning is concerned with in-school success, but it is equally concerned with preparation for life-long learning.

To help students who are low performing or at risk, teachers developing inquiry based lessons make sure that they are developed around:

- Hands on projects, with simple materials
- Pairs or small groups
- Questioning checkpoints for longer activities
- Well-structured handouts with lots of place for students to write their answers
- Questions asking students to describe what they see and explain it in their own words
- Answering questions with questions (point out things that don't make sense, try to identify misconceptions, ask whether each observation fits their theory)
- Flexibility, allowing students to investigate things they are interested in, even if it strays from the worksheets or topic

According to the Center for Inquiry, inquiry-based learning provides other advantages for ALL students as well:

- An inquiry-based learning approach is flexible and works well for projects that range from the extensive to the bounded, from the research-oriented to the creative, from the laboratory to the Internet. It is essential, however, that you plan ahead so you can guide kids to suitable learning opportunities.
- Students who have trouble in school because they do not respond well to lectures and memorization will blossom in an inquiry-based learning setting, awakening their confidence, interest, and self-esteem.
- The traditional approach tends to be very vertical: the class studies science for a while, for example, then language arts, then math, then geography. In contrast, the inquiry-based approach is at its best when working on interdisciplinary projects that reinforce multiple skills or knowledge areas in different facets of the same project. The traditional approach is sharply weighted toward the cognitive domain of growth, whereas inquiry-based learning projects positively reinforce skills in all three domains—physical, emotional, and cognitive.
- Inquiry-based learning is particularly well-suited to collaborative learning environments and team projects. Activities can be created in which the entire class works on a single question as a group (the whole group must truly care about the question) or in teams working on the same or different questions. Inquiry-based learning also works well when each student develops an individual project if some elements of collaboration or sharing are required.
- An inquiry-based approach can work with any age group. Even though older students will be able to pursue

much more sophisticated questioning and research projects, a spirit of inquiry can be cultivated even with the youngest student, in an age-appropriate manner.

- The inquiry-based approach acknowledges that children, especially children from minority and disadvantaged communities, have what researcher Luis Moll calls "funds of knowledge" An inquiry-based approach validates the experience and knowledge that all kids bring to the learning process.

▪ Effectively Integrating Technology into Teaching and Learning

Computer Technology (CT) is a distinguished program of MSA-Anaheim, integrating Math, Science, Social Science and Language Arts classes with technology education in a fun and comprehensive way.

This unique program includes:

- a. Technology curriculum that provides crucial technology tools and develops critical skills that help students gain acceptance to and graduation from a 4-year university with an S&E major.
- b. Core class integration projects that require higher order learning and improving critical thinking skills.

CT consists of:

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

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

In our contemporary era of technology, every school has computers and claims to use computers in education. However, the important question is how effectively they are used. Research indicates the use of technology in education will result in "good" learning only through successful implementation¹.

Traditionally, technology is used as *conveyors of information, communicators of knowledge, or tutors of students*. In this method, students are supposed to receive the conveyed information and recall it later when asked and provide the expected response. Students use pre-designed and ready-made technology products such as tutoring software, online flash applets and games and online courses. Other than the classes of a few exceptional teachers, integration projects are confined to "writing a report" and "making a presentation", that are usually random and do not require any advanced technological standards in terms of variety, quality or quantity. Unfortunately, the Majority of research on the effectiveness of the traditional way of using technology in education, or as we call it here "technology assisted education", have produced "no significant differences" in learning as a result of these interventions².

Benefits of Computer Technology

a- Critical Thinking and Higher Order Learning

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

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

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

b- Generative Processing Of Information

CT engages generative processing of information¹ through online research projects that involve creation of students' own media to present the information processed. While working on these projects, students learn the research topic at a higher order by developing appropriate mental models, using them to interpret new information, *assimilating new information back into those models, updating the models according to the new information, and finally using those updated models to explain, interpret, or infer new knowledge*². When Internet is used as a cognitive tool, online research results in knowledge acquisition and integration as a constructive process that engage learners in knowledge construction rather than knowledge reproduction.

c- Student-centered

*CT engages learners in creation of knowledge that reflects their comprehension and conception of the information rather than focusing on the presentation of objective knowledge. It is learner controlled, not teacher or technology-driven*³.

d- Project-based, hands-on learning

In project-based learning, students use technology and inquiry to engage with issues and questions that are relevant to them, which is intended to bring deeper learning. CT provides students with hands-on learning opportunities through its technology integration projects.

e- Differentiated learning

Differentiated learning promotes an environment where all students can learn effectively regardless of differences in ability⁴. CT makes use of the fact that classrooms that utilize technology provide the possibility of assigning differentiated tasks to students based on their individual needs.

f- Autonomous, life-long learning

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

g- Higher student motivation

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

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

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

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

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

1.4.3 Effective Communication

▪ Department and Grade-level Meetings

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

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

▪ Home Visits

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.¹ Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-Anaheim will use 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-Anaheim teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family. MSA-Anaheim staff will use an "Activity Module" in its school information system, i.e., CoolSIS, to plan and record home visits.

▪ Academic Clubs

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

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

▪ After-School Tutoring

MSA-Anaheim will build an educational environment that includes after-class individual attention through the after-school tutoring program. Students receive tutoring from the faculty and also from volunteers from area universities. It is

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

structured to fit individual student needs to maximize each student's potential. Thus, some students may require tutoring one afternoon a week, whereas others may require daily tutoring. The tutoring program also benefits students who are not classified as low achievers. Tutors are available to students performing at or above grade level upon request. These tutoring sessions generally occur after school, but some may be scheduled on weekend days, depending on student and parent need.

McGraw Hill's publisher resources, Kuta software, Khan Academy, and Accelerated Math programs are also utilized in order to provide students with personalized worksheets adjusted according to the student's needs.

1.4.4 Social Responsibility

- Life Skills Program

Life Skills program at MSA-Anaheim contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest 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, field trips, displays, announcements, and into the general curriculum. Parents will be regularly informed about the Life Skills topics to support MSA-Anaheim's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.

MSA-Anaheim will use the Second step program. Second Step is a classroom-based social skills program developed by the Committee for Children for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors.

Life Skills themes are integrated into broader school wide activities including assemblies, field trips, displays, announcements, and the general curriculum. Parents are informed about the topic of the week to cultivate their involvement and support at home.

- Field Trips And Guest Speakers For Motivation

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

Visiting a research laboratory, a university campus (e.g., UCLA, USC, CalTech, UCI, and CSU-Long Beach), and meeting with scientists during these field trips or through guest speakers on campus will motivate the students. Especially when some of these guest speakers or people they meet during field trips share the same culture with students, students will find new role models.

While most field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

1.5 CURRICULUM

1.5.1 Elementary School Curriculum

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

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

MSA-Anaheim curriculum immerses students in the scientific method and encourages them to use computers and the Internet to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students become self-reliant, independent problem-solvers.

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

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

To implement the MSA-Anaheim curriculum most effectively, MSA-Anaheim teachers will use inquiry-based instruction as described in Section 1.4. Teachers will design inquiry-based instruction for diverse learners that engages them in active learning in meaningful, real-world activities by utilizing effective instructional approaches such as differentiation, scaffolding, brain-based learning, authentic multi-level teaching and learning, workshop teaching and multiple intelligences. MSA-Anaheim teachers will use a wide variety of effective instructional strategies¹ to shape instruction. Some of those strategies can be listed as (1) Identifying similarities and differences; (2) Summarizing and note taking; (3) Reinforcing effort and providing recognition; (4) Homework and practice; (5) Nonlinguistic representations; (6) Cooperative learning; (7) Setting objectives and providing feedback; (8) Generating and testing hypotheses (9) Cues, questions, and advance organizers.

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

Core Curriculum Areas

The math curriculum at MSA-Anaheim is based on the common core state standards. The K-6 program will provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications. All students at all grade levels will be engaged in challenging, hands-on math activities that include manipulatives, simulation, real world problems, model manipulation and creation, and 3-D puzzles. The activities will be integrated throughout the curriculum. Most math activities will be multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving.

The math program will stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Having built a strong foundation in earlier grades, students can do hands-on learning in geometry, algebra and probability and statistics. The robust school program will prepare students to think and reason mathematically and provide a coherent and rich preparation for high school mathematics.

The science program at MSA-Anaheim will use hands-on science curriculum that will be formulated using inquiry-based research topics. From the earliest grades, students will experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The elementary school curriculum will ensure that science is integrated into the lessons and activities. Students will explore topics of Astronomy, Geology, Meteorology, Biology, Physics, and Chemistry in the cross-curricular units and programs. The curriculum is based on the state framework and state standards and integrates essential learning in all areas of earth, physical, and life sciences.

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

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

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

Writing serves as an important vehicle for learning, and MSA-Anaheim students will be given writing assignments

frequently to reinforce learning and enhancing understanding. We believe that every student must be able to express themselves clearly through writing in every subject. As the common core writing standards¹ phrase it, “For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.”

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

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

Social science courses at MSA-Anaheim use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies², social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

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

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

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

Additional Programs

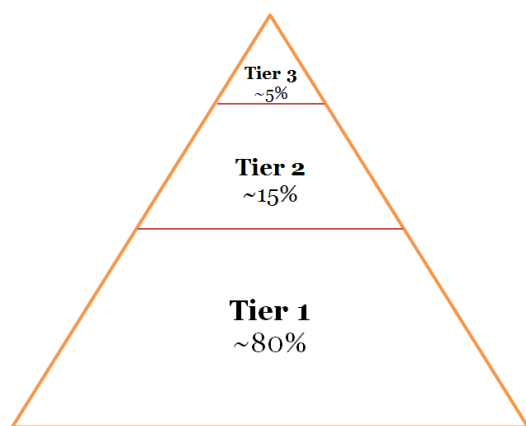
In addition to the above core curriculum, MSA-Anaheim will offer programs (courses and/or clubs) in the areas of, including, but not limited to, Intervention, Languages other than English, Visual and Performing Arts, Physical Education, Life Skills, and Computers and Technology. These programs will be offered during the specials period and/or integrated into the core curriculum.

Early Intervention

As explained in section 1.4, we believe that early intervention is a must. MSA-Anaheim will quickly identify the low-achieving students in the first weeks of the academic year, and implements an early intervention program. Students who are achieving substantially below grade level will be identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions, Accelerated Reader & Accelerated Math tests, STAR Reading diagnostic tests, and teacher-designed tests.

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

Where indicated, parents/guardians of struggling students will be invited to meet with teachers to discuss possible intervention methods, and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school will frequently be followed by home visits. Please see section 1.4 for more information on home visit utilization for low-achieving and socio-economically disadvantaged students' success.



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

Students who need additional time beyond the regular classroom instruction and who have failed to meet standards based on formative and diagnostic assessments will be provided Tier 2 interventions. Tier 2 intervention focuses on additional support for specific skill sets. Tier 2 provides

targeted interventions for students who need additional support in addition to core instruction, such as the co-teaching model at MSA-Anaheim. Typically, supplemental materials are used for short periods of time for Tier 2 interventions.

A small percentage of students will require additional support beyond the Tier 2 intervention and will be eligible for Tier 3 intervention which is generally more intensive and longer term and will occur after and before school. Tier 3 provides intensive interventions for students with significant academic or behavioral needs. Tier 3 interventions include placement in enrichment block classes. MSA-Anaheim will implement RTI through a Student Success Team (“SST”) process. The SST team will re-evaluate the learning programs/placement of the student as part of its regular reflection cycle.

The Dedicated Time Intervention Model that is written in to the schedule for the MSA-Anaheim program is a flexible

intervention that can be used with a variety of curriculum and varying schedules. The principal idea in Dedicated Time is that a school intentionally builds consistent math and ELA intervention time into the entire school schedule.

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

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

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS which have not been achieved.

Intervention Courses:

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

Language Other Than English

During specials period, students will be offered languages other than English as elective courses depending on student needs/demands and availability of teachers and resources.

Language Other Than English Courses:

LANGUAGE OTHER THAN ENGLISH
SPANISH
<p>This series of courses is designed to teach students about the language and culture of the Spanish and Latin American people. Beginning Spanish emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate Spanish enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish enables students to grow their skills and depth of knowledge further. All three levels of Spanish teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.¹</p>

¹ <http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf>

Visual & Performing Arts

During specials period, students will be offered Visual & Performing Arts courses as elective depending on student needs/demands and availability of teachers and resources.

Visual & Performing Arts Courses:

VISUAL & PERFORMING ARTS	
FUNDAMENTALS OF ART	INTRODUCTION TO MUSIC
<p>This is a basic course in the fundamentals of art expression. The instruction for this course is guided by the California Visual and Performing Arts Standards¹. 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>	<p>This is a basic course in music. The instruction for this course is guided by the California Visual and Performing Arts Standards². In this course students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses. Students also apply what they learn in music 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 music.</p>
THEATRE/PLAY PRODUCTION	
<p>This is a basic course in theatre. The instruction for this course is guided by the California Visual and Performing Arts Standards³. In this course students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the</p>	

^{1, 2, 3} <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

vocabulary of theatre. Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre. Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. Students also apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Physical Education

Students will be offered Physical Education for a minimum of 200 minutes each ten days.

Physical Education:

PHYSICAL EDUCATION
PHYSICAL EDUCATION
<p>Physical Education is designed to help the students' develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates.</p> <p>The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.</p> <p>Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal of the program is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. PE activities are based on the Physical Education Model Content Standards for California Public Schools.¹</p>

Life Skills Program

Life Skills themes are integrated into the curriculum.

Life Skills:

LIFE SKILLS
LIFE SKILLS
<p>As explained in section 1.4, MSA-Anaheim will use the "Second Step" program curriculum. Second Step is a classroom-based social skills program developed by the Committee for Children for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors.</p> <p>This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle grade students will attend Life Skills one period per week. Life Skills themes are integrated into broader school wide activities including assemblies, field trips, displays, announcements, and the general curriculum. Parents will be informed about the topic of the week to cultivate their involvement and support at home.</p>

¹ <http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

Advanced Math Program

Students are offered Advanced Math courses both as a class and after school club.

Advanced Math Course:

ADVANCED MATH PROGRAM
ADVANCED MATH PROGRAM
<p>As explained in section 1.4, Advanced Math Program is MSA-Anaheim’s program for students achieving above grade level. This condensed training program helps students develop their critical and analytical thinking skills while providing them with a motivational and challenging environment by utilizing prestigious math, science and computer competitions at the regional, national and international level.</p> <p>Advanced Math will be offered both as a course and as an after school club at MSA-Anaheim. As part of this club, students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies where they get coached by Advanced Math program coaches.</p>

Computers & Technology

As explained in Section 1.4, MSA-Anaheim will implement a computer literacy program. This program will be offered during the specials period.

COMPUTERS & TECHNOLOGY
COMPUTER TECHNOLOGY CURRICULUM
<p>Computer Technology Curriculum not only covers the technology skills but also integrates them with Math, Science, English, and History/Social Science through hands-on activities.</p> <p>The set of essential technology skills are derived from the syllabus of International Computer Driving License (ICDL). The ICDL is the world’s largest end-user computer skills certification program, with more than 20,000 test centers, 7 million students and 2 million certificate holders in 146 countries including the United States. It is a globally recognized credential that certifies an individual as competent in using computers and covers all the computer skills that students need to have to be successful in college and at work. It provides a superior syllabus that is uniquely validated to ensure that it is always relevant, up-to-date, and meaningful.</p> <p>Majority of students –especially from minority backgrounds- start school with almost no significant technology skills. In this hand-on course, students will learn skills that include current computer terminology, operating system basics, hardware/software, word processing, keyboarding, spreadsheets and graphing, internet research skills, presentation tools, multimedia resources, introduction to computer science and programming, and digital citizenship.</p>

Sustained Silent Reading (SSR) Program

Students will be offered Sustained Silent Reading (SSR) program for 30 minutes a day, every day.

Sustained Silent Reading (SSR) Program:

SUSTAINED SILENT READING (SSR) PROGRAM
SUSTAINED SILENT READING (SSR) PROGRAM
<p>MSA-Anaheim will provide daily Sustained Silent Reading (SSR), and utilizes the Accelerated Reader © program by Renaissance Learning. The classrooms will be equipped with libraries to provide access to a wide variety of books at appropriate reading levels. In addition, students who are struggling academically participate in the English enrichment/intervention programs during the day and after-school.</p> <p>Accelerated Reader is a computer program that helps teachers to manage and monitor a student's independent reading practice. Unlike other reading programs, students select a book at their level and read it during SSR. Once completed, the student is administered an online assessment to provide feedback for the teacher on whether the student understood the content. The assessment results are used to select a more appropriate leveled book, and ask more probing questions as the student is reading the book.</p> <p>In order to determine the student's reading level, the STAR Reading Test, a computerized reading assessment that utilizes computer-adaptive technology is administered. The questions on the assessment continually adjust according to the student's responses. For example, if the response is correct, the difficulty level is increased, if the response is incorrect, the difficulty level is reduced. The assessment is comprised of multiple-choice questions and takes approximately 10 minutes. The results include a Zone of Proximal Development (ZPD), which is a range of books that will challenge the student without causing frustration.</p> <p>Students' reading comprehension skills are monitored via their participation in the Accelerated Reader program. If a student continually obtains low scores while reading at his or her level, intervention is immediately implemented.</p> <p>For MSA-Anaheim, the goals of the STAR Reading and AR programs are:</p> <ul style="list-style-type: none"> ▪ 100% student and staff participation ▪ Students' average 90% comprehension on AR quizzes ▪ 20 minutes minimum reading per day (the primary expectation is that students read in SSR) ▪ 10% increase in ZPD range annually ▪ Maintain consistent testing conditions for maximally accurate data ▪ Recognition of students by staff for exemplary effort and performance <p>Assessment results will be used to inform Response to Intervention (RTI) strategies by all teachers.</p>

1.5.3 Textbooks, Instructional Materials, and Technology

MSA-Anaheim will utilize California State Board of Education adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area.

Math: McGraw Hill, My Math (K-6); *Enrichment/Intervention:* McGraw Hill, Building Blocks (K-2), ALEKS (3-6), Ironbox (1-6), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, EngageNY, Singapore Math, Research Corps, Thematic Unit Materials, Heinemann, The Young Mathematicians at Work Series; Saxon Math, Renaissance Learning Accelerated Math Program, Study Island Program, Triumph Learning Common Core Support Coach

Science: McGraw Hill, Inspire (K-6); *Enrichment/Intervention:* FOSS (Full Option Science System), Research Corps, Thematic Unit Materials

English Language Arts/ELD: McGraw Hill, Wonders (K-6); ELD Program-National Geographic Learning, Reach (K-6), *Enrichment/Intervention:* McGraw Hill, Wonders Intervention (K-6), McGraw Hill, FLEX Literacy (3-6), Research Corps, Thematic Unit Materials; Saxon Reading, Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, Rosetta Stone, BrainPOP ESL

Social Science: McGraw Hill, Networks (K-6); *Enrichment/Intervention:* Research Corps, Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US

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

During intervention teachers will use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, English 3D, Buckle Down, and Triumph Learning Common Core Support Coach allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

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

1.5.4 Communication to Parents and Students regarding the Transferability of Courses

WASC Accreditation

MSA-Anaheim plans to seek, obtain, and maintain accreditation from Western Association of Schools and Colleges (WASC). MSA-Anaheim accreditation process includes the following:

- School principal will contact the WASC and schedule the initial visit.
- School principal will complete the necessary modifications mentioned in the initial visit report and prepare for the self-study.
- The Charter School will review the visiting committee report and begin the follow-up process to prepare for the self-study.
- The self-study visit will be scheduled no later than three years after the initial visit.
- Self-study preparation will begin no later than 18 months before the self-study visit by the participation of all school staff.
- MSA-Anaheim will conduct school planning with a view to meeting the WASC standards outlined in five categories: Organization, Standards-Based Student Learning: Curriculum, Standards-Based Student Learning: Instruction, Standards-Based Student Learning: Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth.

1.5.5 Academic Calendar and Schedules

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

The Charter School will announce its annual calendar before the beginning of each instructional year. Following are sample schedules and the instructional calendar of MSA-Anaheim for the 2016-17 school year.

Bell Schedule / Sample Class Schedule

Table 6. Upper Elementary

Upper Elementary (4-6)		
Breakfast	8:00AM	8:25 AM
Reading/Writing/ELA	8:30 AM	10:20 AM
Recess	10:20 AM	10:40 AM
Math	10:40 AM	12:05 PM
Lunch	12:05 PM	12:30 PM
SSR (READING)	12:30 PM	12:55 PM
Specials/ELA-Math Intervention/ELD	12:55 PM	1:40 PM
Science/Social Studies	1:40 PM	2:25 PM
Dismissal	2:25 PM	2:40 PM
Tutoring / Clubs	2:40 PM	3:30 PM

Table 7. Lower Elementary

Lower Elementary (TK-3)		
Breakfast	8:00 AM	8:25 AM
Reading/Writing/ELA	8:30 AM	10:05 AM
Recess	10:05 AM	10:20 AM
Math	10:20 AM	12:05 PM
SSR (READING)	12:05 PM	12:30 PM
Lunch	12:30 PM	12:55 PM
Science/Social Studies	12:55 PM	1:40 PM
Specials/ELA-Math Intervention/ELD	1:40 PM	2:25 PM
Dismissal	2:25 PM	2:40 PM
After School	2:40 PM	3:30 PM

Academic Calendar

	2016-17 Draft Calendar
7/27-29	Administrative Team Training
8/1-12	Summer In-service for Teachers
8/13	Student/Parent Orientation
8/16	First Day of School
9/5	Labor Day – No School
11/11	Veterans Day – No School
11/21-25	Thanksgiving Break – No School
12/16	End of First Semester
12/19-1/6	Winter Break
1/9	First Day of Second Semester
1/16	ML King Day – No School
2/20	Presidents' Day – No School
3/31	Cesar Chavez Day – No School
4/10-14	Spring Break
5/29	Memorial Day
6/16	Last Day of School

1.6 PROFESSIONAL DEVELOPMENT

1.6.1 Staff Selection

Hiring Process and Schedule

The Board authorizes the CEO and the Home Office to handle human resources including hiring and firing the Principal and all MPS school personnel. The Principal establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant subject from MPS. The Chief Academic Officer from the Home Office 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 MPS' years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule will be used in the hiring process:

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

Background Checks

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

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

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

Evaluation of the School Personnel

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

Principal

The Chief Academic Officer will evaluate the Principal based on the California Professional Standards for Educational Leaders (CPSEL)¹:

- Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment
- Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Standard 5: Modeling a personal code of ethics and developing professional leadership capacity
- Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

Teachers

The Principal will evaluate teachers in the following areas:

- Category 1: Organization
 - Teacher assumes leadership role to support school and student success.
 - Teacher shows professionalism in attitude and conduct.
 - Teacher fosters positive relationships.
 - Teacher engages in professional development.
 - Teacher utilizes resources to enhance instruction.
- Category 2: Curriculum
 - Teacher demonstrates subject-matter competency.
 - Teacher demonstrates knowledge of students.
 - Teacher designs coherent curriculum.
 - Teacher designs effective lesson plans.
 - Teacher recognizes the interconnectedness of content areas/disciplines.
- Category 3: Instruction
 - Teacher communicates effectively.
 - Teacher engages students in learning.

¹ Source: <http://www.acsa.org/MainMenuCategories/ProfessionalLearning/Credentialing/CPSELS.aspx>

- Teacher differentiates instruction.
- Teacher integrates technology in instruction.
- Teacher helps students develop higher order thinking skills.
- Category 4: Assessment and Accountability
 - Teacher checks for understanding and provides feedback to students.
 - Teacher uses appropriate assessment strategies.
 - Teacher uses student performance data.
 - Teacher monitors student growth.
 - Teacher collaborates and communicates with all stakeholders.
- Category 5: School Culture and Student Support
 - Teacher communicates with families.
 - Teacher has established classroom management procedures.
 - Teacher helps create an atmosphere of trust, respect, and high expectations.
 - Teacher offers co-curricular/extra-curricular activities.
 - Teacher provides personalized support to students.

Other Personnel

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

Performance and Acknowledgement

Exceptional performance will be acknowledged.

1.6.2 Ongoing Staff Development

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

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

Professional Learning Communities (PLCs)

MSA-Anaheim will make use of PLCs to:

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

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

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

As an implementation of the PLC at MSA-Anaheim, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Anaheim staff's reading list: "Failure Is Not An Option," "Classroom Management That Works," "How To Differentiate Instruction In Mixed-Ability Classrooms," and "Teach Like A Champion."

MPS Meetings

Executive Meetings

All MPS executive staff and consultants meet weekly to discuss various academic and operational accountability issues. Principals join via teleconferencing.

Principals Meeting

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

Deans of Academics Meeting

All MPS Deans of Academics and executive staff meet monthly to monitor current academic programs, share best practices, and address issues or concerns that are specific to the school sites. These meetings allow MPS to determine its academic goals.

Deans of Students/Culture Meeting

All MPS Deans of Students/Culture and executive staff meet to discuss various school discipline issues including the school culture and the Life Skills Program.

School-wide Meetings and Professional Development Activities

Administrative Meetings

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

General Staff Meetings

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

Department Chair Meetings

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

Department Level Staff Meetings

All teachers will meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP, California Assessment of Pupil Performance and Progress (“CAASSP”), CELDT and/or ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

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

Grade Chair Meetings

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

Grade Level Staff Meetings

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

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

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

Wrap up Meetings

MSA-Anaheim staff will participate in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, 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 will be addressed in the summer in-service program.

Summer in-service programs

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

Peer Observations

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

Formal Observations/Evaluations

All teachers will be observed in the classroom by department chairs 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 will be evaluated annually. A pre-conference and post conference will be scheduled for each of the evaluation.

Walkthroughs

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and

informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program (BTSA)

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

Scheduled Professional Development (with Approximate Dates)

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

Other professional development programs that MSA-Anaheim considers include:

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

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

Ongoing Professional Development Program for Special Education

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

The professional training in special education includes:

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

1.7 MEETING THE NEEDS OF ALL STUDENTS

1.7.1 English Learners

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

- A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners
- B. Implementation and Programs
- C. Monitoring Student Progress
- D. Staff Qualifications & Professional Development
- E. Evaluation of Program Effectiveness

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

1-Identification: After a student enrolls in MSA-Anaheim, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. Student's cum file and CALPADS records will also be checked to find any information about the student's EL status.

2-Assessment: Students from homes where a language other than English is spoken will be evaluated first through the Fall MAP test to determine their level of proficiency in English. The test will be administered in the first month of the school year with results arriving in 24 hours. The students will take the California English Language Development Test (CELDT¹) (within thirty² days of enrollment and at least annually thereafter between July 1st and October 31st until re-designated as fluent English proficient), unless the school has proper documentation of the student's re-designation as Fluent English Proficient. The CELDT will also be used for the annual assessment of each student's English Language Development (ELD) level, along with scores on Smarter Balanced ELA/Literacy test, Measures of Academic Progress (MAP) tests, teacher evaluation, and parent consultation.

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

MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student's reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate "skills reports" that identify which skills in reading, language usage, and mathematics each student has mastered and which skills the student still needs remedial support. Reports can be generated to look at students

¹The CDE is in the process of eliminating CELDT and replacing it with ELPAC. Until ELPAC is ready for operational administration, the CDE will continue to administer the CELDT for federal accountability under Title III of ESEA, and also to meet state law. This policy will be updated as ELPAC becomes operational.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

individually, by class, or by the school as a whole. NWEA can also generate RIT¹ scores that can project an equivalent performance level on the Smarter Balanced ELA/Literacy test based on student performance in each of the sub-tests administered.

3-Parent Notification: The School will provide all parents of ELs with required Title III notification including LEA accountability status and information regarding their children in English and the parent's primary language unless it is not practicable. Within the first month of the school year (or thirty days of student's enrollment,) the School will notify the parents of its responsibility for CELDT testing, student's prior CELDT results if available, EL identification, program placement options, student's academic achievement level and reclassification information. The CELDT shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the School will notify parents of student's CELDT results within thirty days of receiving results from publisher. The School will also invite parents of students who are candidates for reclassification to attend a special meeting at the school to discuss the reclassification process and the recommended program for their children.

4-Placement: The CELDT will be used for the initial and annual assessment of each student's ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and MAP tests.) Depending on the assessment results, the school administration, EL Coordinator, and the Response to Intervention (RTI) coordinator will determine the most appropriate placement and support strategies with the help of the student's parents and the teachers. Using teacher feedback, observations, and inferences from the student performance data, the School team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers, as well as during tutorial sessions.

Based on the CELDT test results, basic skills assessment, teacher evaluation, parent consultation and the School team's recommendation, students will be classified as either Fluent in English or English Learner. A fluent-English proficient (FEP) student is not eligible for English learner services. The student will receive grade-level instruction in the mainstream program designed for native-English and fluent English speakers. Upon parent consultation and notification, English Learners (EL) will be placed in the following EL programs:

CELDT Level 1 or 2	→	Structured English Immersion (SEI) Program
CELDT Level 3, 4, or 5	→	English Language Mainstream (ELM) Program

B. Implementation and Programs

The following charts summarize the EL programs that will be offered at MSA-Anaheim.

Grades: TK-6

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI)	English Learners ▪ CELDT Level 1	Explicit ELD: Structured English language instruction throughout the day, both designated and integrated approaches

¹ The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. Source: <http://www.nwea.org/support/article/532>

Program	(Beginning) <ul style="list-style-type: none"> ▪ CELDT Level 2 (Early Intermediate) 	are used and aligned to the new CA ELD standards (1 hour minimum per day in addition to grade-level core Reading/Language Arts) Access to Core: Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE strategies and supplemental materials Electives: Mixed groups of EL, FEP, and E/O students Primary Language Support: Used only to motivate, clarify, direct, support, or explain
English Language Mainstream (ELM) Program	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 3 (Intermediate) ▪ CELDT Level 4 (Early Advanced) ▪ CELDT Level 5 (Advanced) 	Explicit ELD: Daily integrated and/or designated ELD instruction based on the new CA ELD standards (45 minutes minimum per day in addition to grade-level core Reading/Language Arts) Access to Core: Differentiated instruction in ELA, math, social science and science delivered with SDAIE strategies and materials Electives: Mixed groups of EL, FEP, and E/O students Primary Language Support: Minimal, only as needed

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

Grades TK-6:

- **Explicit ELD:** Daily minimum 1 hour of structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE strategies and supplemental materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- **Primary Language Support:** Primary language support will be used only to motivate, clarify, direct, support, or explain.
- **Other:**
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
 - Frequent writing assignments in all classes that give students opportunities to practice writing and

- editing in English
- After-school programs and tutoring
- Collaborative learning experiences through club projects

English Language Mainstream (ELM) Program: The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support. Following are the components of this program:

Grades TK-6:

- **Explicit ELD:** Daily minimum 45 minutes of structured ELD program, in addition to grade-level core Reading/Language Arts, will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE strategies and supplemental materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- **Primary Language Support:** Primary language support will be used minimally, only as needed.
- **Other:**
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
 - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
 - After-school programs and tutoring
 - Collaborative learning experiences through club projects

Specially Designed Academic Instruction in English (“SDAIE”) methodology

SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All MSA-Anaheim teachers will be trained in SDAIE techniques.

During whole class instruction teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons.

Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At MSA-Anaheim teachers will employ the following SDAIE strategies to help their students:

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies in order to determine the student's level of comprehension. Structure questions to student's level of language understanding.
- Remain in continuous contact with the students by walking around the room and observing student work and behavior.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- Write homework assignments on the board.

Class structure may be adjusted to help ELs:

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

Curriculum Resources

MSA-Anaheim will utilize California State Board of Education (SBE) adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office (Home Office) works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Following are curricular resources for ELD: SRA/Imagine It! by McGraw-Hill, Reach by National Geographic Learning, part of Cengage Learning, Rosetta Stone, and BrainPOP ESL.

C. Monitoring Student Progress

Assessments: The CELDT will be used for the annual assessment of each student's ELD level, along with scores on Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The CELDT scores, overall

and subtest data, and Smarter Balanced ELA/Literacy test scores will be shared with all teachers and student performance will be closely monitored by the teachers and administrators throughout the year and over the years.

ELs will be continuously monitored through assessments for English language development and academic progress. Students will be assessed at the end of each ELD curricular unit via teacher created assessments, approximately every 6-8 weeks. They will also be assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage and Mathematics.

Using Assessment Results for Instruction

MAP tests are administered three times a year. MSA-Anaheim generates reports from MAP that includes student performance data for each test administration. The School's admin team analyzes the data and makes inferences. Student performance data is then shared with the school team for further study. Teachers will use these reports in several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

Other Assessments

Other assessments to monitor student progress, besides the CELDT, Smarter Balanced ELA/Literacy test, teacher-created ELD curricular unit assessments and MAP tests, include Renaissance's STAR Reading tests, Accelerated Reader tests, and assessments provided by various publishers listed in Curriculum Resources. These assessments allow teachers to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CA CCSS for ELA/Literacy and the new CA ELD standards which have not been achieved. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly	End of Unit/Quarterly	Year-End
<ul style="list-style-type: none"> ▪ Home Language Survey ▪ MAP Test-1 ▪ CELDT ▪ Renaissance STAR Reading test 	<ul style="list-style-type: none"> ▪ Teacher created assessments ▪ Accelerated Reader tests 	<ul style="list-style-type: none"> ▪ End of ELD curricular unit assessments ▪ Publisher provided assessments ▪ Progress reports with grades and teacher comments ▪ MAP tests ▪ Renaissance STAR Reading tests 	<ul style="list-style-type: none"> ▪ Smarter Balanced ELA/Literacy test ▪ MAP Test

Reclassification: MSA-Anaheim will use the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: CELDT results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test or CMA (score of Basic or higher)- MAP test Reading score will be used until Smarter Balanced ELA/Literacy cut scores are released by the state-, teacher evaluation, and

input from parents. The established criteria for reclassification are as follows:

	Grades TK-6															
Annual CELDT Scores	Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing															
Basic Skills Assessment	<ul style="list-style-type: none"> ▪ Smarter Balanced ELA/Literacy score: This criterion is not applicable until cut scores are released by the State. (Grades 3-5) OR <ul style="list-style-type: none"> ▪ MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: <table style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>Fall score</th> <th>OR Winter/Spring score</th> </tr> </thead> <tbody> <tr> <td>2:</td> <td>168</td> <td>179</td> </tr> <tr> <td>3:</td> <td>181</td> <td>189</td> </tr> <tr> <td>4:</td> <td>183</td> <td>188</td> </tr> <tr> <td>5:</td> <td>192</td> <td>197</td> </tr> </tbody> </table> <p>*www.nwea.org</p>	Grade	Fall score	OR Winter/Spring score	2:	168	179	3:	181	189	4:	183	188	5:	192	197
Grade	Fall score	OR Winter/Spring score														
2:	168	179														
3:	181	189														
4:	183	188														
5:	192	197														
Teacher Evaluation	Classroom teacher and/or the Language Appraisal Team (teacher, administrator/designee, EL Coordinator, counselor, etc.) evaluates student performance and concurs with the recommendation to reclassify. A current passing grade in English Language Arts/English/ESL class is one criterion, but not a requirement for reclassification. The following multiple measures may also be considered: Score of Basic or higher on standards-based ELA assessments/final ELA exam, progress report/report card grades in equivalent ELA/ELD courses, prior CAASPP/CMA scores, authentic student work samples, and especially writing samples.															
Parent Consultation and Notification	Parent/Guardian concurs with the recommendation to reclassify.															

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

D. Staff Qualifications & Professional Development

All teachers providing specialized academic instruction for EL students at MSA-Anaheim must hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners.

In addition to ongoing professional development activities, MSA-Anaheim provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-Anaheim staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Student achievement data, including CELDT results, is analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MSA-Anaheim staff continues to revisit for professional development. MSA-Anaheim will also schedule PD to cover introduction to new ELD standards, development of unit of study in ELD and corresponding assessments per unit, implementation of

common core ELA/ELD and math standards, SDAIE strategies to support ELs, and teacher observation and evaluation to monitor implementation of PD in the classroom. MSA-Anaheim staff will be 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.

1.7.2 Gifted and Talented Students and Students Achieving Above Grade Level

MSA-Anaheim will identify high-achieving, gifted, and talented students based on multiple measures, including but not limited to achievement test scores, grades, student performance or products, intelligence testing, parent, student, and/or teacher recommendation, and other appropriate measures. MSA-Anaheim also intends to have a school psychologist who will test students on-site to see if they meet the criteria for gifted. The parameters for designation will be in line with the District's GATE Identification policies.

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

Since the Charter School provides annual PD on differentiating and individualizing instruction for students at different levels, students achieving above grade level can be served effectively. The variety of instructional techniques and materials provided in our program allow the students to accelerate to higher levels of learning. The Dean of Academics monitors the performance and progress of gifted/talented students and students achieving above grade level through classroom observations, lesson plans, progress and grade reports, projects and activities, student participation in advanced programs and internal assessments, including MAP tests.

The Advanced Math Program (AMP) is MSA-Anaheim's program for gifted/talented students and students achieving above grade level. This program helps students develop critical and analytical thinking skills while providing them with a motivational and challenging environment of prestigious regional, national, and international math, science and computer competitions. AMP is designed to motivate and encourage students to advance their studies and pursue careers in STEM fields. In the AMP computer class, students learn the programming language Scratch. Scratch is programming language for beginners. In AMP math class, students learn creative problem solving strategies.

AMP will be offered both as an elective class during the day and after school club at MSA-Anaheim. Students will have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. MSA-Anaheim will offer an intensive AMP camp program during the winter and summer breaks where students get coached by experienced AMP program coaches.

Academic clubs are an important extension and integral part of MSA-Anaheim's program. MSA-Anaheim will offer these clubs to give students access to STEM programs early on. These academic clubs include First Lego League, Advanced Math Program and Cool Science clubs. Through these clubs, students get the opportunity to participate in regional/nationwide contests such as:

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

1.7.3 Students Achieving Below Grade Level

MSA-Anaheim will identify the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. The Charter School uses multiple measure assessments including MAP Tests, sample Smarter Balanced tests, Accelerated Reader & Accelerated Math tests, and teacher-designed tests for identification. Please see section 1.4 for more information on early intervention.

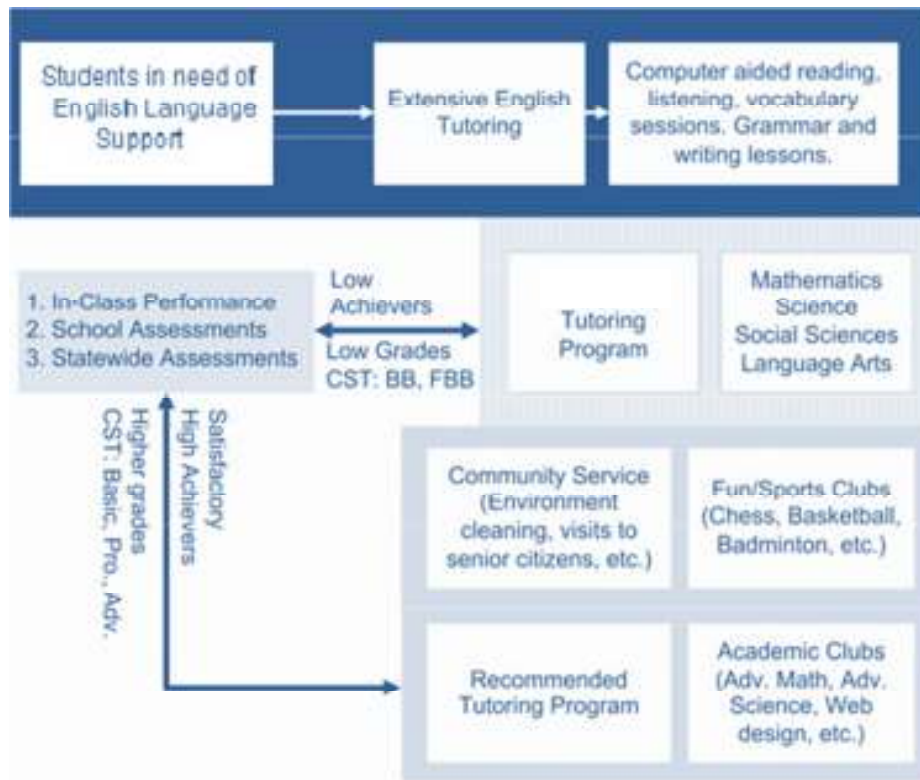
Teachers at MSA-Anaheim will meet at least weekly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CAASPP, School/teacher assessments) will be disaggregated and subject teachers work on the data.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

To narrow the achievement gap for low-achieving students, specialized strategies will be implemented both during school hours and in the after-school program. At MSA-Anaheim, low-achieving students will be given much needed individualized attention by their teachers and the school administration. The school will ask the parents for cooperation in offering motivational support to their children. Targeted English & Math intervention will be offered during the day and after-school to students who are not achieving at grade level. On an as-needed basis, an Academic Success Plan (ASP) will be 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.

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

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

Figure 3 – MSA-Anaheim after school program structure



1.7.4 Socio-Economically Disadvantaged Students

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

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

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

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

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

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

1.7.5 Students with Disabilities

Overview

MSA-Anaheim shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

For special education purposes only, the Charter School will choose to participate in either the option of being designated as “a public school of the local education agency that granted the charter” or joining another Special Education Local Plan Area (SELPA) in California. The Charter School reserves the right to apply to any SELPA in the state to operate as a local educational agency within the SELPA. If the Charter School chooses to leave the Anaheim City SELPA, the Charter School will give a written one year notice of its intent to leave the Anaheim City SELPA as required by California law. If the school is admitted to a SELPA, and submits evidence of such admission to ACSD, the Charter School shall be designated as an independent local education agency. If this occurs, MSA-Anaheim will become its own Local Education Agency (“LEA”) in accordance with Education Code Section 47641(a) and will adhere to all the requirements of being an LEA. If MSA-Anaheim does become its own LEA, it will be responsible for hiring the necessary special education personnel to provide all services needed to the special education students attending MSA-Anaheim.

MSA-Anaheim agrees that any change in the Charter School’s SELPA affiliation shall require written notification to and approval from the ACSD. MSA-Anaheim will consult with the Anaheim City SELPA Director regarding special education responsibilities of the Charter and application of SELPA policies.

If MSA-Anaheim chooses to stay with the Anaheim City SELPA, MSA-Anaheim will operate as a public school of the ACSD for purposes of providing special education and related services pursuant to Education Code Section 47641(b). As long as MSA-Anaheim remains a public school of the District for special education purposes, pursuant to Education Code Section 47646(b), the District shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education, and in accordance with Education Code Section 47646(c), MSA-Anaheim shall pay its fair share of District-wide unfunded special education costs out of its general funds.

MSA-Anaheim shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

MSA-Anaheim may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. MSA-Anaheim may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

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

Services for Students under the "IDEIA"

The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU") between MSA-Anaheim and the SELPA, delineating the respective

responsibilities of MSA-Anaheim and the SELPA. A copy of the MOU shall be made available upon request.

MSA-Anaheim intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

MSA-Anaheim will provide services for special education students enrolled in MSA-Anaheim. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

MSA-Anaheim agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to MSA-Anaheim students, staff, facilities, equipment and records as required by law.

Staffing

All special education services at MSA-Anaheim will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. MSA-Anaheim staff shall participate in SELPA in-service training relating to special education.

MSA-Anaheim will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. MSA-Anaheim shall ensure that all special education staff hired or contracted by MSA-Anaheim is qualified pursuant to SELPA policies, as well as meet all legal requirements. MSA-Anaheim shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to MSA-Anaheim students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

MSA-Anaheim shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. MSA-Anaheim will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

MSA-Anaheim shall have the responsibility to identify, refer, and work cooperatively in locating MSA-Anaheim students who have or may have exceptional needs that qualify them to receive special education services. MSA-Anaheim will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

MSA-Anaheim will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. MSA-Anaheim will determine what assessments, if any, are necessary and arrange for

such assessments for referred or eligible students in accordance with applicable law. MSA-Anaheim shall obtain parent/guardian consent to assess MSA-Anaheim students.

IEP Meetings

MSA-Anaheim shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. MSA-Anaheim shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the MSA-Anaheim designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other MSA-Anaheim representatives who are knowledgeable about the regular education program at MSA-Anaheim and/or about the student. MSA-Anaheim shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

MSA-Anaheim understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible MSA-Anaheim students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

MSA-Anaheim shall be responsible for all school site implementation of the IEP. As part of this responsibility, MSA-Anaheim shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for MSA-Anaheim's non-special education students, whichever is more. MSA-Anaheim shall also provide all home-school coordination and information exchange. MSA-Anaheim shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

MSA-Anaheim shall comply with Education Code Section 56325 with regard to students transferring into MSA-Anaheim within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in MSA-Anaheim from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, MSA-Anaheim shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time MSA-Anaheim shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into MSA-Anaheim from a district operated program under the same special education local plan area of MSA-Anaheim within the same academic year, MSA-Anaheim shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and MSA-Anaheim agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to MSA-Anaheim with an IEP from outside of California during the same academic year, MSA-Anaheim shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until MSA-Anaheim conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by MSA-Anaheim, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

MSA-Anaheim shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to MSA-Anaheim and no student shall be denied admission nor counseled out of MSA-Anaheim due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

MSA-Anaheim shall adopt policies for responding to parental concerns or complaints related to special education services. MSA-Anaheim shall receive any concerns raised by parents/guardians regarding related services and rights.

MSA-Anaheim's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

MSA-Anaheim may initiate a due process hearing or request for mediation with respect to a student enrolled in MSA-Anaheim if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, MSA-Anaheim shall defend the case.

SELPA Representation

MSA-Anaheim understands that it shall represent itself at all SELPA meetings.

Funding

MSA-Anaheim understands that it will be subject to the allocation plan of the SELPA.

1.8 “A TYPICAL DAY”

If prospective students spent a day visiting MSA-Anaheim, they would notice students on campus before school began, from about 8:00 a.m. to 8:25 a.m., – some having breakfast (as part of the federal meals program) and visiting with friends, others having breakfast and working on an assignment, perhaps with the help of an older student or an adult tutor. As it nears time for class to begin, i.e., 8:30 a.m., they would see students heading toward their classrooms.

They would learn that lower elementary (TK-3) goes through a schedule of self-contained classes, while upper elementary (4-6) has specialized math/science and ELA/social studies classes. A nutrition break is given at 10:20 a.m. to allow students to maximize their learning potential for the second part of their morning classes. Lunch break is around noon. After the lunch break, everyone, including the principal and any volunteers on campus, pull out a book and begin reading silently. The classroom is silent as the students open their books to the bookmarked page. Both lower and upper elementary students take “special” classes at the end of the day, including PE, computer, art/music, Life Skills, library and intervention time.

These prospective students would observe enthusiasm in both the teachers and students. During a math lesson (or any other class), students may learn the subject through an online standards-based movie or a PowerPoint presentation. In the computer lab, they work on a core content course during their technology integration class focusing on applying technology skills to the current unit of study. For example, the science class is involved in a lab exploration that integrates inquiry-based questions. The teacher leads a class discussion to develop theories about the topic. The Advanced Math class students are tackling math brain teasers in groups. Another group is building a vessel that will hold the most pennies and still float. Students are using STEM and writing skills in a hands-on project that reinforces their learning. They would see students were having fun as they learned.

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

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

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

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

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

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

students using the recycling bins and waste cans to dispose of trash.

The after-school program is appealing. The prospective new students would see students staying after school, from about 2:30 p.m. to 3:30 p.m., to participate in clubs, service learning projects, preparation for local, national and/or international competitions, and access to free tutoring by teachers, volunteers and advanced students. The library and computer lab is open and staff and teachers are available to help with online research, assistance and review, enrichment or remediation in all subject areas.

By the time the visiting students went home teachers were engaged in discussion with parents regarding the progress of their children and discussing cooperative strategies and action plans. And on Wednesdays, teachers participate in staff development meetings, from about 2:30 p.m. to 4 p.m., to discuss daily school operations and construct further improvement plans. Teachers share experiences and upcoming school wide projects are organized.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES &**ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MSA-Anaheim will develop Student Learning Outcomes (SLOs) with the collaboration of the school community and the MPS Home Office. (See Table 1 for MPS-wide SLOs.) The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-Anaheim. Our schoolwide SLOs will be embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at our school.

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

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

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

Student Learning Outcomes

Table 1 – Student Learning Outcomes

MSA-Anaheim graduates will be:	
21ST CENTURY SCHOLARS who:	<ul style="list-style-type: none"> ▪ Use technology effectively to access, organize, research and present information. ▪ Demonstrate the ability to integrate technology as an effective tool in their daily lives.
CRITICAL THINKERS who:	<ul style="list-style-type: none"> ▪ Apply, analyze, identify, synthesize and evaluate information and experiences. ▪ Connect the skills and content learned across the curriculum and evaluate multiple points of view. ▪ Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem. ▪ Utilize Problem-solving techniques during conflict resolution and to compromise.
EFFECTIVE COMMUNICATORS who:	<ul style="list-style-type: none"> ▪ Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community. ▪ Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science. ▪ Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.
SOCIALLY RESPONSIBLE GLOBAL CITIZENS who:	<ul style="list-style-type: none"> ▪ Embrace and respect cultural diversity through the understanding of our Global World. ▪ Demonstrate knowledge and understanding of American and World History and the values of different cultures. ▪ Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects. ▪ Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Core Academic Skills

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

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

Curricular Focus	Measurable Outcomes	Assessment Tools
Core Academic Skills (Mathematics)	<ul style="list-style-type: none"> ▪ Ability to solve text-based as well as real-world problems using a variety of mathematics tools and procedures ▪ Implement a variety of problem-solving strategies. ▪ Develop fluency in basic computational/procedural skills. ▪ Communicate precisely about quantities and logical relationships. ▪ Make connections among mathematical ideas and between mathematics and other disciplines. ▪ Be aware of the range of careers available in mathematics. 	<ul style="list-style-type: none"> ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semesterly) ▪ State-mandated tests aligned to standards (e.g., CASSPP) (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly) ▪ MAP Testing (quarterly)
Core Academic Skills (Science)	<ul style="list-style-type: none"> ▪ Work individually and on a team, using scientific inquiry and skills and the scientific method to ask and answer questions about the physical world. ▪ Use critical thinking skills to analyze scientific problems and reach conclusions. ▪ Effectively communicate results verbally and in writing. ▪ Be aware of the range of careers available in science. 	<ul style="list-style-type: none"> ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semesterly) ▪ State-mandated tests aligned to standards (grades 6 – 8) (annual) ▪ Portfolios of student work, reports and/or exhibits scored by the teacher using rubrics. (monthly)
Core Academic Skills (Language Arts)	<ul style="list-style-type: none"> ▪ Grade-level and critical reading skills. ▪ Knowledge of a coherent body of literature from the traditional canon. ▪ Effective and accurate writing skills. ▪ Effective verbal communication skills. ▪ Critical-thinking skills. 	<ul style="list-style-type: none"> ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semesterly) ▪ State-mandated tests aligned to standards (e.g., CAASPP) (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)
Core Academic Skills (History / Social Science)	<ul style="list-style-type: none"> ▪ Ability to analyze, explain, and evaluate world, US and world history. ▪ Ability to link events in one historical period to another. ▪ Effective writing and verbal communication skills. ▪ Critical-thinking skills. ▪ Critical-reading skills. ▪ Understanding of cause and effect. ▪ Understanding the importance of belief systems. 	<ul style="list-style-type: none"> ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semesterly) ▪ State-mandated tests aligned to standards (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)

Lifelong Learning and Interpersonal Skills

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

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

Skills	Measurable Outcomes	Assessment Tools
Leadership, Collaboration and Cooperation	<ul style="list-style-type: none"> ▪ Incorporate personal management skills on a daily basis. ▪ Effective participation in group decision-making processes. ▪ Work cooperatively with others and be a team player in achieving group goals. ▪ Be able to assume leadership in group tasks. 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or exhibits including group assignments.
Self-assessment and Reflection	<ul style="list-style-type: none"> ▪ Describe, analyze and prioritize personal skills and interests that they want to develop. ▪ Describe and effectively use the personal qualities they possess that make them successful members of their school and community. ▪ Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development. 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.
Goal Setting	<ul style="list-style-type: none"> ▪ Set positive academic and non-academic goals. ▪ Apply goal-setting skills to promote academic success. ▪ Set post-secondary goals with action steps, timeframes, and evaluation criteria. ▪ Identify the skills and credentials required for a particular profession and prepare accordingly. 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> ▪ Implement stop, think, and act strategies in solving daily life problems. ▪ Generate alternative solutions to problems and predict possible outcomes. ▪ Apply the steps of systematic decision-making in school and life. 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Self-discipline	<ul style="list-style-type: none"> ▪ Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. ▪ Explore career opportunities based on their identified interests and strengths. ▪ Show self-esteem based on accurate assessment of self. 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work
Citizenship	<ul style="list-style-type: none"> ▪ Personal honesty and integrity. ▪ Courage to express their views. ▪ Love, respect and loyalty to the United States of America. ▪ Understanding and tolerance towards other societies in the world. ▪ Participate in multicultural and cross-cultural activities. 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work, peer competitions

Measurable Goals of the Educational Program (State Priorities)

Pursuant to Ed. Code § 47605(b)(5)(A)(ii), Table 5 in Element 1 describes the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Ed. Code § 52060(d), and specific annual actions to achieve those goals.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

Following is a table describing MSA-Anaheim’s outcomes that align with the state priorities and the goals and actions to achieve the state priorities, as identified in Element 1 of the charter. Also included is information regarding the methods for measuring pupil outcomes “consistent with the way information is reported on a school accountability report card”, CA Education Code 47605(b)(5)(C)), that identifies and describes specific targets that align with the Eight State Priorities identified in CA Education Code 52060(d). The Charter School’s goals, actions and targets associated to the Eight State Priorities may be revised depending on the Local Control and Accountability Plan adopted by the MPS Board of Directors.

Table 4 – Performance Targets Aligned to State Priorities

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES					
MEASURABLE OUTCOMES ----- & -----	PERFORMANCE TARGETS				
METHODS OF MEASUREMENT	2016-17	2017-18	2018-19	2019-20	2020-21
STATE PRIORITY #1: BASIC SERVICES					
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter ----- <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit 	100%	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials ----- <ul style="list-style-type: none"> ▪ Inventory of instructional materials ▪ CoolSIS purchase requests for instructional materials 	100%	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing ----- <ul style="list-style-type: none"> ▪ Monthly site inspection documents ▪ Annual facility inspection reports 	≥90%	≥90%	≥90%	≥90%	≥90%
Daily cleanliness spot checks	Daily	Daily	Daily	Daily	Daily
STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS					
Percentage of CCSS implementation for all students ----- <ul style="list-style-type: none"> ▪ Teacher curriculum maps and lesson plans 	100%	100%	100%	100%	100%
Percentage of EL students performing proficient on the Reading/ELA and math sections of the MAP test ----- <ul style="list-style-type: none"> ▪ MAP test reports 	5% increase from Fall 2014 to Spring 2015	5% increase from Fall 2015 to Spring 2016	5% increase from Fall 2016 to Spring 2017	5% increase from Fall 2017 to Spring 2018	5% increase from Fall 2018 to Spring 2019
Percentage of EL students who will attain English language proficiency as measured by the CELDT and/or ELPAC ----- <ul style="list-style-type: none"> ▪ CELDT and/or ELPAC reports 	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year
STATE PRIORITY #3: PARENTAL INVOLVEMENT					

Minimum number of parents on the School Site Council (SSC) ----- ▪ SSC meeting agendas and minutes	2 parents	2 parents	2 parents	2 parents	2 parents
Minimum number of SSC meetings per year ----- ▪ SSC meeting agendas and minutes	4 meetings	4 meetings	4 meetings	4 meetings	4 meetings
Minimum number of Parent Task Force (PTF) meetings per year ----- ▪ PTF meeting agendas and minutes	4 meetings	4 meetings	4 meetings	4 meetings	4 meetings
Minimum number of English Learner Advisory Committee (ELAC) meetings per year ----- ▪ ELAC meeting agendas and minutes	4 meetings	4 meetings	4 meetings	4 meetings	4 meetings
Minimum number of parent activities/events Charter School will hold per year ----- ▪ Events calendar, newsletters, sign-in sheets, parent-teacher conference sheets	5 activities / events	5 activities / events	5 activities / events	5 activities / events	5 activities / events
Teachers will update CoolSIS records ----- ▪ CoolSIS records	Daily / weekly	Daily / weekly	Daily / weekly	Daily / weekly	Daily / weekly
Minimum number of progress reports/report cards sent to parents per year ----- ▪ Progress reports/report cards, parent-teacher conference sheets	4 reports	4 reports	4 reports	4 reports	4 reports

STATE PRIORITY #4: PUPIL ACHIEVEMENT

Proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and math on the CAASPP assessment system based on prior year data ----- ▪ CAASPP reports by CDE ▪ Interim assessment reports ▪ Intervention rosters	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth
For all subgroups, percentage of students performing proficient on the Reading/ELA and math sections of the MAP test ----- MAP test reports	5% increase from Fall 2014 to Spring 2015	5% increase from Fall 2015 to Spring 2016	5% increase from Fall 2016 to Spring 2017	5% increase from Fall 2017 to Spring 2018	5% increase from Fall 2018 to Spring 2019
API growth target for all students, including all numerically significant student subgroups, based on prior year data ----- ▪ API/AYP reports by CDE	Meet or exceed target	Meet or exceed target	Meet or exceed target	Meet or exceed target	Meet or exceed target
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program	N/A	N/A	N/A	N/A	N/A

requirements					
Percentage of ELs making annual progress in learning English as measured by the CELDT and/or ELPAC ----- CELDT and/or ELPAC reports	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year
Percentage of ELs reclassified to fluent English proficient (RFEP) ----- <ul style="list-style-type: none"> ▪ CELDT reports ▪ CALPADS records Reclassification documents 	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	N/A	N/A	N/A	N/A
Percentage of students who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness	N/A	N/A	N/A	N/A	N/A

STATE PRIORITY #5: STUDENT ENGAGEMENT

ADA rate ----- <ul style="list-style-type: none"> ▪ ADA reports 	≥95%	≥95%	≥95%	≥95%	≥95%
Chronic absenteeism rate ----- <ul style="list-style-type: none"> ▪ Daily attendance records 	≤1%	≤1%	≤1%	≤1%	≤1%
Middle school dropout rate	N/A	N/A	N/A	N/A	N/A
High school dropout rate	N/A	N/A	N/A	N/A	N/A
Four-year cohort graduation rate	N/A	N/A	N/A	N/A	N/A

STATE PRIORITY #6: SCHOOL CLIMATE

Student suspension rate ----- <ul style="list-style-type: none"> ▪ Behavior incident reports via CoolsIS ▪ Suspension reports via CoolsIS, Welligent ▪ CDE records/CALPADS reports 	≤5%	≤5%	≤5%	≤5%	≤5%
Student expulsion rate ----- <ul style="list-style-type: none"> ▪ Behavior incident reports via CoolsIS ▪ CDE records/CALPADS reports 	≤1%	≤1%	≤1%	≤1%	≤1%
Approval rating on surveys of students, parents, and teachers on the sense of safety and school connectedness -----	≥85%	≥85%	≥85%	≥85%	≥85%

<ul style="list-style-type: none"> Survey reports 					
--	--	--	--	--	--

STATE PRIORITY #7: COURSE ACCESS

<p>Percentage of students, including all subgroups, unduplicated students, and students with exceptional needs, who will have access to and enroll in all core subjects and electives available</p> <p>-----</p> <ul style="list-style-type: none"> Master schedule Student schedules 	100%	100%	100%	100%	100%
--	------	------	------	------	------

STATE PRIORITY #8: PUPIL OUTCOMES

<p>Percentage of students enrolled at the Charter School for a full academic year who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science) and electives</p> <p>-----</p> <ul style="list-style-type: none"> Grade reports via CoolSIS CAASPP/state standardized test reports by CDE Interim assessment reports Intervention rosters 	≥80%	≥80%	≥80%	≥80%	≥80%
---	------	------	------	------	------

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Standardized Testing

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

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

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

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

Formative Assessments

The measures that will be used to assess student progress include all state-mandated standardized tests such as the CAASPP assessments. MAP testing will be utilized to measure student progress three times a year. As explained in section 1.4, 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 California Department of Education's website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill's publisher' resources, Curriculum Associates' Ready Common Core program, and Accelerated Math programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/framework which have not been achieved.

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

Computer Adapted Tests

Please see section 1.4 about MAP testing.

DATA ANALYSIS AND REPORTING

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

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

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

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

CoolSIS: MPS' School Information System

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

- CoolSIS empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of any MPS school and any time in any aspect including past data.
- This custom-made system is highly adjustable according to MPS' schools' needs and it is being developed to meet the MPS schools' needs.
- Longitudinal studies can be performed using CoolSIS.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

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

Elementary School Grade Promotion

In grades K through 5, students will receive one of the following marks for their grade level performance on each component or standard in Language Arts, Math, Science, and Social Science.

Academic Grades:

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

Arts, Citizenship & Work/Study Skills Key:

S = Satisfactory, does consistently

N= Needs time, help and practice to improve

U= Unsatisfactory, more effort needed

ELD Grades:

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

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

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

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

- A letter shall be sent to the student's parent(s) or guardian(s) by May 1st of each school year informing them that

their child is at risk of retention.

- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer of Magnolia Public Schools (MPS). If the decision of the Chief Academic Officer is not in agreement with the parent(s)/guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

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

Report Cards

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

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

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

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

ELEMENT 4: GOVERNANCE

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

4.1 GOVERNANCE STRUCTURE

Nonprofit Public Benefit Corporation

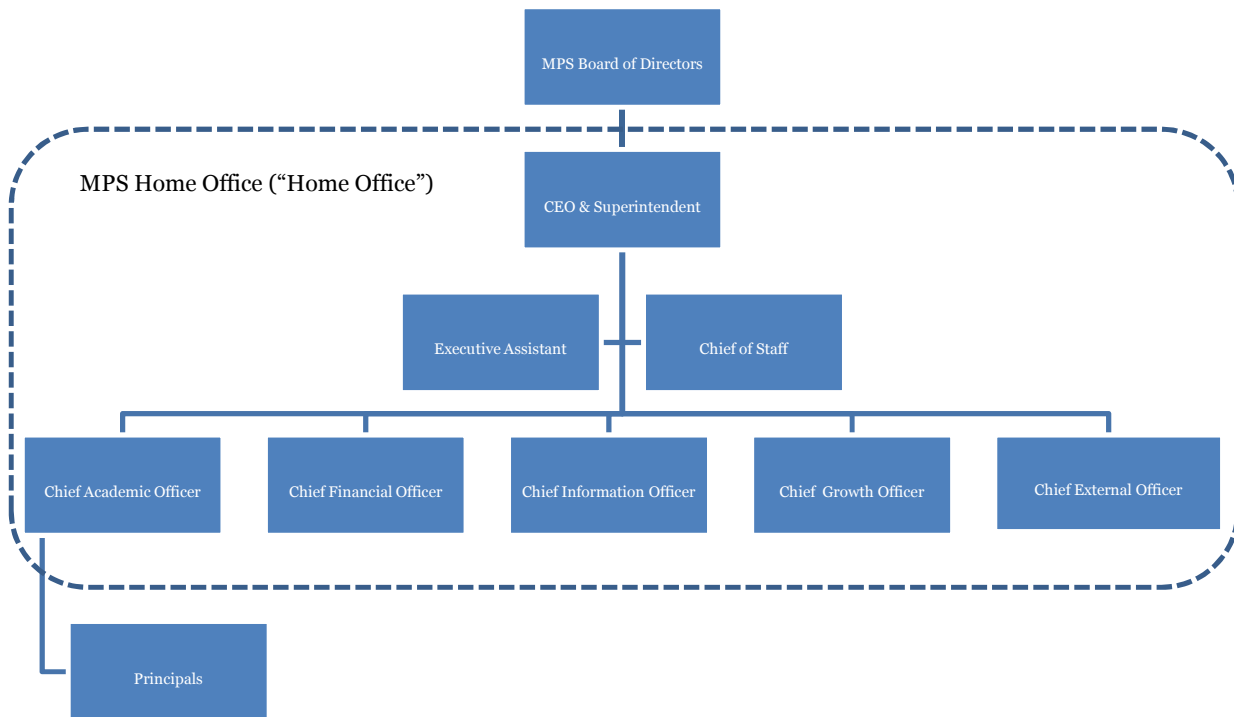
MSA-Anaheim is a direct funded independent charter school operated by the Magnolia Education and Research Foundation (as already designated herein as “Foundation”) doing business as Magnolia Public Schools (MPS), a California Nonprofit Public Benefit Corporation, pursuant to California law.

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

Organizational Chart of MPS

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

Figure 1 - Organizational chart of MPS



MPS Board of Directors

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

The CEO hires, supervises, disciplines, and as needed, dismisses the school’s Principal. The Principal, in collaboration with the CEO and the HR department at the MPS Home Office (“Home Office”), hires, promotes, disciplines, and as needed, dismisses staff and teachers at the school. The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff. The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff. The Board approves major school and MPS policies, and budgets for MSA-Anaheim. The Board’s responsibilities include, but are not limited to, the following:

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

- Maintain Board operations; and
- Assess its own performance;

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

Chief Executive Officer (CEO)

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

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

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

- Implement well-researched, creative ways to educate the students in the school(s);
- Serve as primary contact (Superintendent) with the State Department of Education;
- Follow all legal mandates from the U. S. Department of Education and the State of California in all aspects related to funding, reporting and regulations associated with charter schools;
- Work with outside counsel to support the legal needs of the organization;
- Assist the Board in seeking donors of time, funds and resources in support of the schools;
- Manage any required facility acquisition, maintenance and renovation efforts;
- Perform other duties and responsibilities as are customary for the office of the CEO & Superintendent and as may be assigned from time to time by the Board.

Magnolia Public Schools Home Office (“Home Office”)

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

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

C-Level Positions at the Home Office

Following are the C-level positions at the Home Office that report to the CEO and Superintendent: Chief of Staff, Chief Academic Officer, Chief Financial Officer, Chief Information Officer, Chief Growth Officer, and Chief External Officer. School principals report to the Chief Academic Officer. The CEO and Superintendent 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 and Superintendent.

Chief of Staff

The primary responsibilities of the Chief of Staff are to serve as primary thought partner to the CEO and as liaison to various organizational leadership teams.

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

Serve as primary thought partner to CEO

- Help manage schools' effectiveness and drive accountability for CEO by such means as: preparing and presenting various data sets and associated recommendations to the CEO, creating and managing accountability systems for the CEO
- Serve as a thought partner to the CEO, both in high-level strategy as well as implementation across all schools within Magnolia Public Schools
- Manage special assistant to CEO to maximize CEO's daily, weekly, monthly time & priorities

Work closely with members of the Magnolia Public Schools leadership team

- Participate with the CEO and leadership team in solving a variety of long-term and day-today organizational challenges
- Manage preparation, execution, and follow-up for Board and Schools team meetings, including ensuring that key decisions are made and executed against on appropriate timelines

Strengthen culture and communications

- Work with the CEO to ensure the culture across regions, and organization-wide is the strongest, healthiest, and happiest it can be
- Support the CEO in writing, editing, and proofreading documents and presentations

Liaison to various organizational leadership teams

- Coordinate with CEO, on various initiatives to ensure smooth implementation across all Magnolia Public Schools
- Coordinate and drive project implementation with principals for process rollout org-wide

Design and implement strategic planning processes across school instructional leadership teams

Manage several specific strategic initiatives each year, revised annually

- Work with CEO and Special Assistant to the CEO to ensure CEO's time is maximally focused on organizational priorities and needs

- Be proactive around CEO's priorities by staying ahead of and circling back on short-, medium-, and long-term priorities and needs

Other projects and duties as assigned by the CEO

Chief Academic Officer (CAO)

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

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

- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.
- Develop and lead principals and school teams in their roles as instructional leaders and site managers.
- Monitor, provide feedback to and evaluate school leaders providing clarity of roles, functions, goals and accountability.
- Determine and implement the MPS's academic priorities. Review assessment tools on a regular and on-going basis and analyze performance for effectiveness in improving student achievement.
- Assist the CEO in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as MPS expands to serve more students.
- Support leadership at schools to ensure high quality implementation of the educational design, including standards, assessments, instructional guidelines, and the school culture.
- Assist school leaders in monitoring and evaluating effectiveness of programs as well as identifying appropriate program resources to ensure that curricula are student-focused and aligned with MPS's missions, core values, academic standards, and strategic goals.
- Assure that curricula are aligned to national and state standards and help create curricula that allows for efficient and effective lesson planning.
- Regularly observe and evaluate student work through classroom walkthroughs and observations.
- Recruit and train highly qualified incoming school leaders. Develop plans to help capitalize on individual leader strengths as well as plans to help them improve and address areas of potential growth with real time feedback.
- Facilitate collaboration among school leaders and school sites.
- Collaborate with school leaders on hiring of staff when appropriate.
- Assist school leaders with on-boarding of new teachers and staff.
- Support school leaders on creating coherency in culture and routines within the school culture.

- Work with the school leaders to field parent and community concerns, questions and outreach, helping with action plans when necessary.

Chief Financial Officer (CFO)

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

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

- Reviewing reconciliations and reconciling all accounts as considered necessary.
- Approving and reviewing adjusting journal entries and other direct general ledger accounting transactions
- Managing the monthly, quarterly, and annual closing of the books
- Implementing all financial and accounting practices along with MPS business policies and procedures
- Creating and revising the policies and procedures when/if needed
- Interacting and cooperating with charter oversight agencies and respond timely to requests
- Preparing, monitoring, and administrating all aspects of financial reporting timelines and due dates. This includes but not limited to internal reporting deadlines as well each charters oversight agency, federal, state, and local reporting requirements.
- Overseeing all financial audits including Annual Financial Audit along with consolidated audited financial statements
- Managing the annual organization federal and state tax return
- Reporting the financial statements to authorizers and other entities
- Creating the multiple year budget, cash flow along with detailed sources of restricted and unrestricted projections for all campuses in accordance with school site leaders and CMO
- Presenting the financial statements to the board when/if needed
- Overseeing the records of the revenue and disbursement sources for federal, state and other funds
- Undertaking the AR and AP practices
- Improving and changing the financial/accounting tools and infrastructure when/if needed
- Coaching and training finance and accountant personnel when/if needed
- Managing the process for facility financing including public tax exempt bond financing
- Participating and take a leading role in updating and converting to new accounting technologies such as software programs and procedures.
- Organizing, administering, and supervising payroll, accounts payable and receivables, and other related services within the Magnolia Public Schools

- Performing and/or supervising central accounting of expenditures, forecasting revenue and expenditures, fixed assets, and all other related functions
- Planning, organizing and implementing long and short-term programs and activities designed to enhance assigned budgets and financial and accounting activities; develops, implements and monitors accounting systems for a variety of financial functions
- Training, supervising and evaluating the performance of assigned personnel; interviews and selects employees and recommends transfers, reassignment, and take disciplinary actions
- Performing researching and directing the preparation and maintenance of a variety of financial and statistical reports, records and files related to assigned activities and required by the State, administration, federal agencies and the Board of Education
- Providing technical expertise, information and assistance to the CEO regarding MPS budgets, accounting and related programs; assists in the formulation and development of policies, procedures and programs to assure an economical, safe and efficient work environment; advises the CEO of unusual trends or problems and recommends appropriate corrective action
- Assisting principals with the development and monitoring of schools and program budgets
- Contributing to the team leading the development of the MPS' Local Control Accountability Plan (LCAP)
- Attending and conducting a variety of meetings as assigned
- Overseeing vendors providing core operational services
- Assure organizational compliance with all federal, state and local laws and requirements
- Perform related duties as assigned

Chief Information Officer (CIO)

Reporting to the Chief Executive Officer, the chief information officer (CIO) is responsible for providing vision and leadership for developing and implementing information technology initiatives that align with the mission of Magnolia, including operational and instructional technology systems, as well as eRate planning, procurement and activity. The CIO is responsible for the technological direction of Magnolia Public Schools. Proposes budgets for programs and projects, purchases and upgrades equipment, supervises computer specialists and IT workers, and presides over IT-related projects.

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

- Establish and direct the strategic and tactical goals, policies, and procedures for the information technology department
- Lead IT strategic and operational planning to achieve MPS goals by fostering innovation, prioritizing IT initiatives, and coordinating the evaluation, deployment, and management of current and future IT systems across the organization
- Supervise information system and communications network

- Provide technological guidance within the organization
- Participate in vendor contract negotiations for all new computer equipment and software purchased for the corporation
- Oversee Internet and computer operations
- Manage the day-to-day operations of the information technology department including directing staff, who support administrative computing, networking, user services, telecommunications and other information technology functions
- Develop and maintain an appropriate IT organizational structure that supports the needs of MPS
- Establish IT departmental goals, objectives, and operating procedures
- Identify opportunities for the appropriate and cost-effective investment of financial resources in IT systems and resources, including staffing, sourcing, purchasing, and in-house development
- Define and communicate corporate plans, policies, and standards for MPS for acquiring, implementing, and operating IT systems
- Ensure continuous delivery of IT services
- Promote and oversee strategic relationships between internal IT resources and external entities
- Supervise recruitment, development, retention, and organization of all IT staff in accordance with MPS budgetary objectives and personnel policies

Chief Growth Officer (CGO)

Reporting to the Chief Executive Officer (CEO), the Chief Growth Officer (CGO) is responsible for the growth strategy and plans of Magnolia Public Schools (MPS). The CGO provides effective leadership to ensure sustainability, growth, and expansion and advises CEO and Board on those areas, including facilities and risk management.

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

- Identify opportunities for growth by ensuring excellence across all sectors of the organization
- Directs, coordinates and reviews the programs in the areas of facilities planning, and design, school utilization, real estate management, facilities construction, buildings and grounds
- Develops a long-term strategic facilities master plan
- Establishes long term organizational charter school growth-plan including demographics research, educational attainment analysis, enrollment projections and prototype school models which leads to an increase in the number of students served at schools operated by Magnolia Public Schools
- Plan and execute opening of new charter schools in key target communities
- Ensure fiscal and operational stability of all schools via the development of models that optimize revenue to expense ratio, maximization of enrollment, model staffing plans and increased efficiencies
- Establishes and oversees project scheduling and school development process

- Evaluates capital business plans and investments to improve operating efficiency
- Identifies opportunities to eliminate, modify or enhance services and while maintaining high productivity and customer service
- Develops collaborative relationships with home office staff and school-based professionals to ensure expectations are understood and met
- Develops partnership with key school district personnel, elected officials, community based and civic organizations and business leaders
- Represents Magnolia Public Schools while interfacing with municipalities and governmental agencies
- Serves on an interdisciplinary leadership team that provides strategic operational direction to the organization
- Keeps the CEO and Board of Directors informed of all issues about which they should be aware
- Support the CEO and other executives in shaping their group growth agendas and related plans and priorities
- Ensure cost-effective, learner-focused facilities acquisition and management
- Recommend policies and regulations dealing with facilities
- Make successful cross-team growth planning and implementation
- Evaluate internal operating procedures within the organization that support growth
- Handle comprehensive risk management
- Ensure the physical safety of all Magnolia staff, students and visitors
- Perform other related duties as required and assigned

Chief External Officer (CXO)

The Chief External Officer (CXO) reports to the chief executive officer (CEO). While performing the duties of this job, the CXO is regularly required to provide strategic leadership in developing, achieving and maintaining the best possible proactive planning and communication outputs to support Magnolia Public Schools (MPS) initiatives that support student achievement. The CXO is continually required to coordinate, analyze and evaluate complex ideas and situations and communicate these items in easy-to-understand language. Also required to effectively communicate (interpersonal, intercultural and public speaking), negotiate and advise.

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

- Ensure for the reputation for world-class education and organizational integrity
- Reach out to the board members of all authorizers and key staff members
- Create strategic PR plans, organize and manage advocacy events
- Serve as the main point of contact for all elected officials, attend meetings with officials with/or on behalf of the CEO
- Develop strategy and oversee engagement of parents in conjunction with school-based education and parent

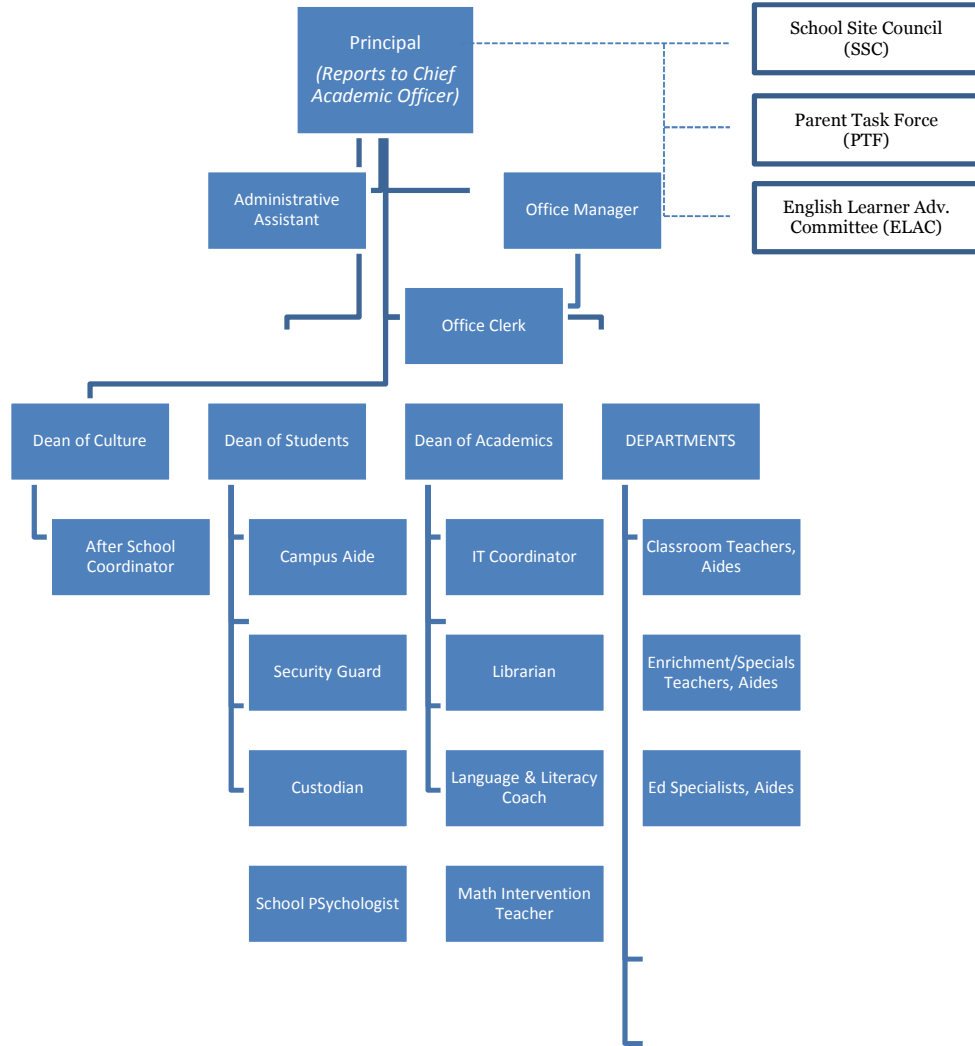
involvement in school governance

- Oversee and coordinate the day to day operations of the organization's external communications, advocacy and organizing efforts
- Help execute strategic plans as needed, including media campaigns; organize and manage advocacy events
- Directly support schools with external communications support when there are celebrations or crises on their campuses that will draw media attention
- Coordinate responses to daily media request including site visits and other interview details
- Expand on the MPS' current relationships with the media and increase the number of positive stories placed about the MPS in priority media outlets
- Serve as spokesperson for MPS
- Lead advocacy efforts for the partnership at the local, State and federal level
- Develop public and private partnerships to support school-based and organization-wide objectives, including fund development, grants management, and donor relationships
- Develop and implement marketing activities to support recruitment and outreach to potential students and families from a diverse range of backgrounds
- Perform other related duties as required and assigned

Organizational Chart of MSA-Anaheim

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

Figure 2 - Organizational chart of MSA-Anaheim



Principal

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

Dean of Academics

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

Dean of Students

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

Dean of Culture

The Dean of Culture fosters a school climate that supports the Charter School's vision and mission and builds effective relationships among teachers, parents, and the community to improve school culture.

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

School Site Council (SSC)

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

The SSC will:

- Measure effectiveness of improvement strategies at the school.
- Seek input from school advisory committees.
- Reaffirm or revise school goals.
- Revise improvement strategies and expenditures.
- Recommend the approved single plan for student achievement (SPSA) to the governing board.
- Monitor implementation of the SPSA.

The SSC consists of:

Category (a):

- The principal

- 3 teacher representatives selected by teachers at the school
- 1 other school personnel selected by peers at the school

Category (b):

- 4 parents of students attending the school selected by such parents
- 1 community member selected by parents of students attending the school

The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

English Learner Advisory Committee (ELAC)

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

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

The ELAC will:

- Be responsible for advising the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).
- Assist the school in the development of:
 - The school's needs assessment.
 - The school's annual language census.
 - Ways to make parents aware of the importance of regular school attendance.

ELAC composition:

- Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population.
- Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

4.2 GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Board

The current Board consists of nine dedicated individuals. Biographies are provided in the supplementary material. Magnolia's governance structure provides for staggered terms; this is accomplished by appointing members of the Board at different times. The Bylaws already provide for the term of office, so the terms of Board members are henceforth staggered accordingly.

	First Name	Last Name	Beginning Term	End term
1	Dr. Umit	Yapanel	10/11/12	10/10/17
2	Mr. Saken	Sherkhanov	12/12/13	12/11/18
3	Dr. Mustafa	Kaynak	12/11/14	12/10/19
4	Ms. Noel	Russell-Unterburger	10/11/12	10/10/17
5	Mrs. Diane	Gonzalez	12/11/14	12/10/19
6	Mr. Remzi	Oten	3/12/15	3/11/20
7	Mr. Nguyen	Huynh	3/12/15	10/10/17
8	Dr. Ali	Korkmaz	9/10/15	9/9/20
9	Mr. Serdar	Orazov	9/10/15	9/9/20

Service Terms

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

Qualifications

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

Selection

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

4.3 GOVERNANCE PROCEDURES AND OPERATIONS

Board Meetings

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

Regular meetings of the Board of Directors shall be held bimonthly on the second Thursday of related month, unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance. Board meeting agendas with date, time, and location are posted at all MPS school sites and on the web sites, in compliance with the Brown Act, to maximize public participation. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Home Office or such other place as the Board may direct according to its Bylaws. The public may request board records by calling the Home Office at (714) 892-5066 or via email at contact@magnoliapublicschools.org.

Special meetings of the Board for any purpose may be called at any time by the President of the Board or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda.

Committees

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

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

Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board's actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by the Board's resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the

corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Quorum

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

Board Action/Voting

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

Abstention

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

Teleconferencing

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

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

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

¹ Cal. Gov. Code §54954(b)

4.4 STAKEHOLDER INVOLVEMENT

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

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

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

4.4.1 Parent Representation

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

Parent Task Force (PTF)

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

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

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

Other opportunities for parental involvement include:

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

4.4.2 Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-Anaheim believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-Anaheim will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities:

- Parent education groups where parents will learn the importance of their involvement in their child's education.
- Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

4.4.3 Student-Teacher Status Portal

MSA-Anaheim will use CoolSIS¹, an online web portal currently being used at all MPS. The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers will have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

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

¹ See section "CoolSIS: MPS' School Information System" in Elements 2&3.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

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

5.1 EMPLOYEE POSITIONS AND QUALIFICATIONS

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

Principal

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

Skills and Qualifications for the Principal:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences); Master's or doctoral degree in Education preferred
- Administrative credential preferred
- Experience in teaching science and/or technology and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Report to and consult with the Home Office.
- Hire, supervise, and evaluate the faculty and school site staff.
- Comply with state and federal laws and regulations affecting the school.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MPS policy, including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extracurricular and intramural programs.
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.
- Communicate with the chartering agency and attend necessary meetings.
- Report to the chartering agency when required.

Dean of Academics

Skills and Qualifications for the Dean of Academics:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences); Master's or doctoral degree in Education preferred
- Administrative and/or teaching credential preferred
- Experience in teaching science and/or technology and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Dean of Academics' Responsibilities and Duties:

Academic Program

- Assist with curriculum developments and improvement

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

Student Performance

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

School Improvement

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

Personnel Management

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

Staff Development

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

Dean of Students

Skills and Qualifications for the Dean of Students:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences); Master's or doctoral degree in Education preferred
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Dean of Students' Responsibilities and Duties:

Student Management

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

Supervision

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

Discipline

- Oversee discipline issues for teachers in CoolSIS
- Coordinate and chair the school Restorative Justice Committee

Support Services

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

Dean of Culture

Skills and Qualifications for the Dean of Culture:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences); Master's or doctoral degree in Education preferred
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Dean of Culture's Responsibilities and Duties:

School Culture/Improvement

- Foster a school climate that supports the Charter School's vision and mission
- Own the Charter School's Second Step program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Build effective relationships among teachers, parents, and the community to improve school culture
- Promote respect and appreciation for all students, staff, and parents
- Support teachers in building meaningful relationships with students and families
- Monitor progress of self, school, and staff as it relates to school culture
- Lead recognition assemblies, parent academies, community meetings and other school-wide culture building activities
- Accurately monitor and analyze daily student attendance, including after school programs, and homework records; create new systems and structures to proactively address school's areas of need

Parental/Community Involvement

- Partner with parents and families to build an authentic school-wide community
- Serve as liaison to the community in raising awareness and building capacity in all stakeholders regarding educational initiatives
- Disseminate information which may pertain to educational opportunities; health and safety; student code of conduct; PTF activities; corporate community volunteer opportunities; student performances; and events of a

special nature

- Schedule, attend, and oversee all home visits with parents
- Organize and lead monthly parent workshops to educate parents in accordance with the Second Step curriculum on topics, including but not limited to, self-discipline, conflict resolution, and making responsible choices.

Teachers

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

Skills and Qualifications:

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

Teacher’s Responsibilities and Duties:

Instructional Strategies

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

Growth and Development

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

Classroom Management and Organization

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

Communication

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

Other

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

Special Education Teacher

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

Skills and Qualifications:

- B.A. or B.S. degree
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold

- Highly Qualified in accordance with the No Child Left behind Act

Special Education Teacher's Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

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

Classroom Management and Organization

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

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences

- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills

Other

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

Special Education Aide

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

Skills and Qualifications:

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

Special Education Aide's Responsibilities and Duties:

Instructional Support

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

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed

- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

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

Substitute Teachers and Tutors

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

Office Personnel

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

Skills and Qualifications:

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

Responsibilities and Duties:

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

5.2 ESEA/NCLB AND CREDENTIALING REQUIREMENTS

ESEA/NCLB and Credentialing Requirements

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

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

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

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

- (1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,
- (2) University subject matter program approved by the Commission on Teacher Credentialing,
- (3) Undergraduate major in the subject taught,
- (4) Graduate degree in the subject taught, or
- (5) Coursework equivalent to undergraduate major.

Appropriate records of credentials held by MSA-Anaheim teachers and supporting documentation will be monitored and maintained by the Human Resources at the MPS Home Office. Credentials will be monitored annually in compliance with state and federal law.

MSA-Anaheim teachers will be required and expected to:

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

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

Health, Safety and Emergency Plan

As an independent charter school, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District’s Facilities Services Division and other District offices in the same manner as other District campuses.

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and bloodborne pathogens awareness, 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 Plan, and keep it readily available for use and review upon District request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Immunization and Health Screening Requirements

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

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

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

FACILITIES

The facility of the Charter School is TBD. MSA-Anaheim is seeking a site in Anaheim. MPS has secured state licensed realtors to work with local developers. Facility may be sought pursuant to Proposition 39, Education Code Section 47614. MPS will draw on its experience of designing, building, financing and operating school facilities. Many elements found in other MPS facilities will be incorporated into the MSA-Anaheim school. If District facilities are used during the term of this charter, the Charter School shall abide by all District policies relating to Maintenance and Operations Services.

FACILITIES COMPLIANCE

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

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

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

AUXILIARY SERVICES

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

IMMUNIZATIONS AND TUBERCULOSIS TESTING

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

PRESCRIPTION MEDICATIONS

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

VISION, HEARING, AND SCOLIOSIS SCREENING

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

DIABETES

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

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

BLOOD BORNE PATHOGENS

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

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

EMERGENCY SITUATIONS

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

Fire Drills

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

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

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

Earthquake and Other Disaster Drills

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

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

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

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

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

Bomb Threats

Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message,

background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911.

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

Evacuation Plan

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

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

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

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

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

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

CRIMINAL BACKGROUND CHECKS

Each employee and contractor of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Employees and contractors will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start working until results are received from the Department of Justice and they are cleared to begin work. The Principal of MSA-Anaheim shall monitor compliance with

this policy and report to the MPS Home Office on a regular basis. The MPS Home Office shall monitor the fingerprinting and background clearance of each Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

CHILD ABUSE REPORTING

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

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only to “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and proper law enforcement of child protective services.

All suspected cases of child abuse will be brought to the Principal and proper law enforcement of child protective services. A written report of the situation will be completed and either the Department of Child Support Services or the Police Department will be immediately notified. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, MSA-Anaheim staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent /guardian.

WORKPLACE SAFETY

All employees are responsible for their own safety, as well as that of others in the workplace. MSA-Anaheim will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on MSA-Anaheim's premises, or in a product, facility, piece of equipment, process, or business practice for which MSA-Anaheim is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis MSA-Anaheim will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in MSA-Anaheim's employee handbook will not be tolerated.

INSURANCE

MSA-Anaheim will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by the District.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

MSA-Anaheim implements a recruitment plan to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The Charter School will make every effort to reach out to the students and families in our attendance areas during recruitment as well as segments of the community that will help the Charter School achieve its Racial and Ethnic Balance goal.

The Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Such data may drive additional recruitment measures should the data indicate that the racial and ethnic distribution is not reflective of the surrounding communities. The Charter School will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

The Charter School will pursue a wide variety of venues for the distribution of information about the school, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan lists sample activities that the Charter School will undertake in order to achieve its Racial and Ethnic Balance goal.

Languages to be Used

Outreach efforts will use English, Spanish, and any other language the Charter School deems appropriate based on the needs of the community.

Geographic Areas

While open to all students, the Charter School will focus its outreach efforts within a 10-mile radius of the school location.

Communication Methods

The Charter School will use a variety of strategies to recruit a diverse population including:

- Direct mailing of 10,000 postcards to the parents/guardians who have TK through 6th 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)

Below is a sample of local community meeting points in our target area:

- Modjeska Park Community Center
1331 S. Nutwood Street, Anaheim, CA 92804
- Del Prado Anaheim Mobile Home Park Center
1616 Euclid Street, Anaheim, CA 92804
- Madison Park Mobile Home Park Center
2235 W. Broadway, Anaheim, CA 92804

- Maxwell Park
32655 W. Orange Avenue, Anaheim, CA 92804

- Holding presentations at community meetings at the key locations listed above; (October-May)

In addition to distributing flyers, the Charter School will make efforts to attend local meetings to make brief presentations during open forums about the Charter School's intent to provide a high quality school choice to the community. We will forge local partnerships and reach out to community leaders by defining the advantages of having a high performing charter option available in the community.

- Making classroom presentations at pre-schools and Head Start programs in the target area; (October-May)

The Charter School hopes to make classroom presentations at preschools and Head Start centers and must obtain prior approval from the school site administrator. (Local preschools and Head Start centers include Leading Edge preschool, Baden Powell Head Start, Palm Lane preschool, Thomas Edison preschool, Clemons Home preschool, etc.)

- Hosting Open Houses and providing tours of the school on a regular basis; (October-May)

The Charter School will hold Open Houses and school tours that are open to the general public and will equip parents to make informed decisions about enrolling their children at the school. A Spanish speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.

- Hosting individual/family meetings;

The Charter School will provide opportunities for meetings with prospective students and their parents.

- Doing precinct walks in the community; (October-May)

All stakeholders, including parents and students, will visit local neighborhood homes and speak to families about the educational program available at the Charter School. The Charter School will go door-to-door to local business owners, hand out applications, and build partnerships.

- Using electronic media;

The Charter School's website provides detailed information about the school's educational program.

- Using press release campaigns;

The Charter School will send press releases to the newspapers and periodicals written in English, Spanish, and the language of the community providing information and invitations to the community.

ELEMENT 8: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

McKinney-Vento Homeless Assistance Act

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

8.1 ADMISSION REQUIREMENTS

MSA-Anaheim will comply with all applicable state laws pertaining to student admission and enrollment including California Education Section Code 47605(b) and 47605(d). MSA-Anaheim will admit all students residing in California who wish to attend as outlined in Education Code 47605(d)(2). MSA-Anaheim will not require any pupil to attend the charter school.

A written admissions application is required for each student. An open application period will be publicly announced each year. The Charter School will include specific information in its outreach materials, on the school website, at community meetings and open forums notifying parents of the Charter School’s open application period and lottery dates. MSA-Anaheim will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with approved charter.

Parents/guardians will be encouraged to either attend MSA-Anaheim workshops or meet with a designated MSA-Anaheim staff or faculty member before admission to learn about the school mission, teaching philosophy, and how parents can contribute to the school. In these meetings and workshops, our staff will explain the expectations from the parents at home to enable their students to comply with the school schedule and homework requirements, as well as how

parents will participate in the activities of subcommittees that help operate the school.

8.2 STUDENT RECRUITMENT

MSA-Anaheim is committed to serving all students, including academically low-achieving, economically disadvantaged students. As with other MPS schools MSA-Anaheim tailors its student recruiting efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” All of the methods outlined in Element 7 are reflective of this mission. Specific activities that will be employed by MSA-Anaheim include: use of English and Spanish collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved student populations.

8.3 LOTTERY PREFERENCES AND PROCEDURES

Informing Parents about the Enrollment Lottery

MSA-Anaheim shall admit all pupils who wish to attend the school. However, if the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. The public random drawing (“lottery”) will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends by late January, and if applicable, a lottery is held at least two weeks after the open application period ends.)

The Charter School office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties. Otherwise, the school will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery.

Enrollment Preferences

Pursuant to Education Code §§ 47605(d)(2)(B), if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district. 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 in the following order:

1. Siblings of currently admitted students who are residents of ACSD¹
2. Children of board members or employees of Magnolia Public Schools and their siblings who are residents of ACSD²
3. Students being promoted from or transferring from another school that is operated by Magnolia Public Schools and their siblings who are residents of ACSD³
4. All other students who reside within ACSD attendance boundaries

^{1,4} Currently admitted students include those drawn in the lottery for purpose of determining siblings.

^{2,5} During periods of funding under the Public Charter Schools Grant Program (“PCSGP”), Charter School will limit this preference to no more than 10% of all enrollment and will limit it to children of faculty only.

^{3,6} During periods of funding under the PCSGP, this preference will not be utilized.

5. Siblings of currently admitted students who are not residents of ACSD⁴
6. Children of board members or employees of Magnolia Public Schools and their siblings who are not residents of ACSD⁵
7. Students being promoted from or transferring from another school that is operated by Magnolia Public Schools and their siblings who are not residents of ACSD⁶
8. All other students permitted by law

Lottery Procedure

In the lottery, all names are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied. All waiting lists expire annually at the end of the formal academic year, or as otherwise determined by the Board.

MSA-Anaheim will maintain auditable records of the above activities. MSA-Anaheim will invite District representatives as official observers of the lottery to verify the lottery procedures are fairly executed. The lottery will be video-recorded and the School will keep documents in record including a written statement signed by the principal that identifies the procedures used, details of the event, lists of all applicants and applicants who secured a spot at the Charter School through the lottery.

Notifications of Admission Status

Notifications of admission status will be mailed to all applicants. Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned 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. In addition, the School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not returning a complete enrollment packet within the 10-day period forfeit their right to enroll their student in the School for that school year, and an admission notice will be mailed to the next student on the waiting list.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to the District, in the required format and within timelines to be specified by the District, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school’s Calendar
- h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- 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

9.1 ANNUAL AUDIT PROCEDURES

Each fiscal year an independent audit will be conducted of the financial affairs of MSA-Anaheim to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. MSA-Anaheim, with preparation support from the Home Office, will engage an independent certified public accountant with school accounting experience, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. Fiscal statements audited by the Certified Public Accountant will be submitted to the District, County, CDE and California State Controller’s Office by December 15th of each year via mail and/email. Audit exceptions/deficiencies will be resolved to the satisfaction of the District.

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

Financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school’s financial statements, revenue-related data collection and reporting practices and will review the school’s internal controls. Moreover, the audits will assure that the school funds

are being handled responsibly and that its financial statements conform to the Government Auditing Standards. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the District. MSA-Anaheim agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. MSA-Anaheim will provide interim financial data required by the district to fulfill its obligation to the county and state. MSA-Anaheim will make financial records available for audit in coordination with the Home Office and contact the outside auditor no later than the end of August for prior year.

9.2 BUSINESS PLAN

Budgets

Attached to the petition, please find the following:

- Projected operational budgets for three years of operation
- Cash flow projections for one year of operation

These documents are based upon the best data available to the Petitioners at this time.

Internal Audit

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

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

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-Anaheim. 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 non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MSA-Anaheim’s policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MSA-Anaheim administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

10.1 PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MSA-Anaheim school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)

- Publications
- Assemblies
- Positive CoolSIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-Anaheim staff. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MSA-Anaheim believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

10.2 GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-Anaheim or at any other school; or (3) a MSA-Anaheim sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student (see below for mandatory suspension offenses):

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Knowingly received stolen school property or private property.
13. 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.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim

to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated school personnel, a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
24. Intentionally "hacked" or broken into a School or School affiliated computer system.
25. 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).

10.3 SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

10.3.1 Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

10.3.2 Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials

wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

10.3.3 Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

10.3.4 Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

10.3.5 Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

10.3.6 Access to Education

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.

10.4 GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MSA-Anaheim or at any other school; or (3) a MSA-Anaheim sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year (unless shortened to a lesser amount of time by the CEO on a case-by-case basis,) pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).

2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI- MANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus</u> unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:
(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of “caused,” the injury is serious. [See II.1])** E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)
13. Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

10.5 EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

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

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MSA-Anaheim's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-Anaheim may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the

- time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MSA-Anaheim must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, MSA-Anaheim must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-Anaheim. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining

witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense 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-Anaheim
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-Anaheim shall maintain records of all student suspensions and expulsions at MSA-Anaheim. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant, in the best interest of the student and the Charter School. That decision shall be 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.

Charter School shall work with the District for an interim placement at a CDS or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

10.6 ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA 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 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 IDEIA 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 IDEIA-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.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

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 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.

Students with Disabilities

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Outcome Data

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

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission.

Readmission

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

Reinstatement

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

Gun-Free Schools Act

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

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

EMPLOYEE POLICIES

Employee policies relating to the terms and conditions of employment are detailed in the MPS Employee Handbook.

BENEFITS

Mandatory Benefits

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

Health Benefits

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

Retirement Benefits

Certificated Staff Members

All certificated staff members who are eligible (administrators, counselors, special education program administrators, and teaching employees) will participate in the State Teachers’ Retirement System (STRS) throughout the duration of the Charter School’s existence.

Classified Staff Members

All classified staff members who are eligible (office staff and instructional aides) will participate in the Public Employees Retirement System (PERS), or Social Security as appropriate throughout the duration of the Charter School’s existence.

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457 or 401(k) plans.

Oversight of Benefits

HR Department and the Payroll Administrator at the MPS Home Office are responsible for monitoring the appropriate administration of benefits. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

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

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

Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in MSA-Anaheim, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(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.

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

Job applicants for positions at the Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Employees will not be allowed to carry over their sick/vacation rights from their previous employment to the Charter School.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

MANDATORY DISPUTE RESOLUTION

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications shall be addressed as follows:

To District, c/o the Director:

Anaheim City School District
1001 S. East Street
Anaheim, CA 92805

To Charter School, c/o School Director:

Magnolia Science Academy-Anaheim
13950 Milton Ave., Ste. 200
Westminster, CA 92683

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either

party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute.

- 4) If the mediation is not successful, then the parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the Charter School shall be given a reasonable amount of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the Charter School's students. In such event, the District reserves the right to take any action it deems appropriate, and the Charter School reserves the right to seek legal redress for any such actions under the law. In addition, this dispute resolution procedure shall not apply in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the Charter School's students.

INTERNAL DISPUTES

Except those disputes between the District and MSA-Anaheim relating to provisions of this charter, all disputes involving MSA-Anaheim will be resolved pursuant to policies and processes developed by MPS and in accordance with the law.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from ACSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

REVOCACTION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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 Ed. Code section 47607(d) and state regulations, the ACSD 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 ACSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the ACSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the ACSD Board of Education; 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 Ed. 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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)

Upon the taking of a Closure Action by either the governing board of Charter School or the ACSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The ACSD, if the Closing Action is an act of Charter School. Charter School shall provide OCS with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the ACSD Board of Education, the charter school does not need to send separate written notice of its closure to the ACSD.
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 ACSD.
3. Orange County Department of Education (OCDE). Charter School shall send written notification of the Closure Action to OCDE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the ACSD.
4. The Special Education Local Plan Area (SELPA) in which the 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 ACSD.
5. The retirement systems in which the 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 Orange County Department of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the ACSD.
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 ACSD.
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 ACSD.
8. All 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 to the ACSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/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, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the District.

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, 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 student records to the receiving schools shall be in accordance with ACSD 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 ACSD 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 ACSD 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 ACSD for the delivery and/or pickup of the 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 ACSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. 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.
8. 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 CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

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

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

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 ACSD. 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. If Charter School chooses to

submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. 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 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 the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide ACSD 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 the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

No Child Left Behind Affirmations

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

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

Amendments

Any material changes to this MSA-Anaheim Charter must be formally approved by MPS and the District, prior to implementation in accordance with Education Code Section 47607.

Hold Harmless/Indemnification Provision

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

Health, Safety and Emergency Plan

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

FERPA

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

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

FINANCIAL AND BUDGET MATTERS

In consideration of the services rendered by MSA-Anaheim pursuant to this Charter, the charter school shall receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. MSA-Anaheim will elect to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. Funds flowing through ACSD will be transferred to MSA-Anaheim.

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

Fiscal Management

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

The followings are some of the details related to how Magnolia Public Schools plans to perform business tasks (these details may change over time): 1) Payroll services will be outsourced to an agency such as ADP, Paychex 2) Health benefits will be negotiated and purchased by the Home Office, 3) The Home Office will prepare financial reports required by the school district as well as the annual audit. The Home Office will identify staff responsible for financial administrative functions and the qualifications of staff assigned to these functions, and will also provide assurance that the accounting systems adopted would adhere to Generally Accepted Accounting Principles and describe the process of internal controls. MSA-Anaheim shall conduct all of its financial operations in a timely manner and for all programs through procedures established by the State of California and the Federal Government, as appropriate. The accounting procedures must follow the generally acceptable accounting principles.

ADMINISTRATIVE SERVICES

Contract Development

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

Attendance Accounting

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

Food Service Program

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

Transportation

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

Sponsoring District Services

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

INSURANCE REQUIREMENTS

Insurance

The Charter School shall maintain at its sole cost and expense, without reimbursement, adequate policies in the areas of Comprehensive or Commercial General Liability; Comprehensive or Business Automobile Liability, Worker's Compensation; Professional or Directors Liability (Errors & Omissions); Property Insurance (including contents); and employment practices liability. The Charter School shall provide a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or non-renewal of any insurance coverage. If Charter School is located on District facilities per the Proposition 39 process, the insurance requirements will be indicated in a Facilities Use Agreement.

General Liability

The Charter School shall maintain throughout the term of its MOU, at its own expense, general liability insurance with limits of liability of \$5,000,000 per occurrence for bodily injury, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District. Coverage for sexual abuse and molestation shall be included.

Automobile Liability

The Charter School shall maintain throughout the term of its MOU, at its own expense, automobile liability insurance with limits of liability of \$2,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Worker's Compensation

The Charter School shall maintain throughout the term of its MOU, at its own expense, worker's compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees, and employers' liability insurance with a minimum limit of \$1,000,000.

Errors and Omissions Liability Insurance

The Charter School shall maintain throughout the term of its MOU, at its own expense, errors and omissions liability insurance conforming to the following requirements:

- Errors and Omissions Liability Insurance shall cover the Charter School for those sources of liability arising out of the rendering or failure to render professional services in the performance of this MOU, including all provisions regarding financial management and indemnification.
- The insurance shall be subject to a maximum deductible not to exceed \$5,000/\$1,000 deductible per claim.

- The minimum limits to be maintained by the Charter School shall be no less than \$1,000,000/\$2,000,000 per claim/annual aggregate.

Property Insurance

Property Insurance shall include coverage (including contents) to address business interruptions and casualty needs including fire and other hazards with replacement costs coverage for all assets listed in the Charter School's property inventory and consumables. Charter School shall also pay an equitable share of the cost of insuring the structures if it occupies a District-owned facility.

Employment Practices Liability Insurance

Charter School shall obtain employment practices liability coverage with minimum limits no less than \$1,000,000/\$2,000,000 per claim/annual aggregate, or equivalent.

Any and all policies of insurance maintained by the Charter School pursuant to this section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the District and/or their respective officers, agents, employees, and representatives. The District may specify that it be named as "separately insured."

To the extent that the Charter School obtains insurance providing "claims made" coverage, such coverage shall include a rider or endorsement that shall provide for coverage for no less than three (3) years following termination of the policy.

The Charter School shall provide copies of all required policies of insurance and certificates of coverage to the District annually prior to the first day of each school year; or whenever changes in coverage are made.

APPENDICES

- APPENDIX 1. PROPOSED BUDGET AND CASH FLOW
- APPENDIX 2. BYLAWS
- APPENDIX 3. ARTICLES OF INCORPORATION
- APPENDIX 4. BOARD ROSTER
- APPENDIX 5. REQUIRED SIGNATURES

APPENDICES

APPENDIX 1

PROPOSED BUDGET AND CASH FLOW

APPENDIX 1. PROPOSED BUDGET AND CASH FLOW

Magnolia Public Schools Magnolia Science Academy-Anaheim		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
SUMMARY							
Total Revenue & Resources		7,129,440	8,704,663	9,105,834	9,590,635	10,052,311	10,387,402
Total Budgeted Expenditures		6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475
5% Reserve		262,678	393,081	354,061	383,265	391,473	410,859
Carry-over From Previous Year		300,000	862,488	1,705,535	1,959,852	1,968,863	2,234,353
Net Income (Loss)		562,488	843,047	254,317	9,012	265,490	115,926
Ending Fund Balance		862,488	1,705,535	1,959,852	1,968,863	2,234,353	2,350,280
REVENUE & RESOURCES DETAIL							
Projected Enrollment K-3		410	430	455	485	520	535
Projected Enrollment 4-6		275	300	300	300	300	320
Projected Enrollment 7-8		0	0	0	0	0	0
Projected Enrollment 9-12		0	0	0	0	0	0
Total Enrollment		685	730	755	785	820	855
Estimated Average Daily Attendance (ADA)		658	702	728	758	794	828
1. REVENUE LIMIT SOURCES							
REVENUE LIMIT STATE AID		3,615,360	4,473,772	4,658,734	5,348,907	5,589,603	5,732,994
EDUCATION PROTECTION ACCOUNT		778,839	798,631	793,847	404,803	414,652	425,289
IN LIEU OF PROPERTY TAX		1,737,690	1,955,984	2,138,695	2,290,208	2,463,227	2,610,962
TOTAL REVENUE & RESOURCES		6,131,890	7,228,387	7,591,276	8,043,918	8,467,482	8,769,246
2. FEDERAL REVENUE							
NO CHILD LEFT BEHIND		301,680	323,408	336,779	343,464	351,821	355,164
SPECIAL EDUCATION - FEDERAL		-	-	-	-	-	-
CHILD NUTRITION - FEDERAL		294,533	301,954	312,944	326,054	341,297	356,232
Sub-total Federal Revenue		774,227	807,862	838,865	866,584	899,396	926,701
3. OTHER STATE REVENUE							
LOTTERY REVENUE		106,708	101,380	108,040	111,740	116,180	121,360
SPECIAL EDUCATION - STATE		-	-	-	-	-	-
NSLP		16,615	17,033	17,653	18,393	19,253	20,095
OTHER		-	-	-	-	-	-
Sub-total Other State Revenue		123,323	568,413	575,693	580,133	585,433	591,455
4. OTHER LOCAL REVENUE							
OTHER LOCAL REVENUE		100,000	100,000	100,000	100,000	100,000	100,000
Sub-total other Local Revenue		100,000	100,000	100,000	100,000	100,000	100,000
TOTAL REVENUE & RESOURCES		7,129,440	8,704,663	9,105,834	9,590,635	10,052,311	10,387,402
EXPENDITURES SUMMARY							
1000 - Total Certificated Salary		2,512,000	2,983,550	3,367,566	3,673,172	3,783,327	3,958,873
2000 - Total Classified (Non Certified) Salary		559,000	612,820	731,930	793,181	817,431	879,570
3000 - Total Employee Benefits		812,266	1,130,511	1,341,796	1,547,312	1,661,468	1,788,266
4000 - Total Books and Supplies		897,071	987,848	1,100,369	1,235,259	1,020,053	1,054,060
5000 - Total Services & Other Operating Expenses		1,761,615	1,371,887	2,284,857	2,305,700	2,474,542	2,550,707
6000 - Total Capital Outlay		25,000	775,000	25,000	27,000	30,000	40,000
TOTAL EXPENDITURES		6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475
EXPENDITURES							
1000 - Certificated Salary							
Total Certificated FTE's		39	45	49	51	51	52
1100 - Teachers' Salaries		2,225,000	2,621,050	2,924,292	3,216,690	3,312,741	3,474,274
1300 - School Supervisors' and Administrator's Salaries		287,000	362,500	443,274	456,482	470,586	484,599
1000 - Total Certificated Salary		2,512,000	2,983,550	3,367,566	3,673,172	3,783,327	3,958,873
Percent of Revenue/Resources		38.25%	37.95%	38.05%	38.34%	38.66%	38.54%
2000 - Classified (Non Certified) Salary							
Total Classified (Non Certified) FTE		9	10	11	12	12	12
2400 - Clerical and Office Salaries		180,500	222,980	229,904	276,117	284,628	293,137
2900 - Other Non Certificated Salaries		378,500	389,840	502,025	517,064	532,803	586,433
2000 - Total Classified (Non Certified) Salary		559,000	612,820	731,930	793,181	817,431	879,570
Percent of Revenue/Resources		8.51%	7.80%	8.27%	8.28%	8.35%	8.56%
1000 & 2000 - Total Salaries		3,071,000	3,596,370	4,099,495	4,466,353	4,600,758	4,838,443
Percent of Total Salaries		46.76%	45.75%	46.31%	46.61%	47.01%	47.11%
3000 - Employee Benefits							
3100 - State Teacher Retirement System-STRS		233,378	325,231	419,002	506,114	580,536	641,900
3200 - Public Employee Retirement System-PERS		60,806	69,332	80,954	89,089	91,762	94,515
3300 - OASDI / Medicare / Alternative		32,393	132,816	154,081	171,262	176,433	185,968
3400 - Health and Welfare Benefits		327,600	394,144	451,474	497,750	522,637	557,480
3500 - Unemployment Insurance		61,420	89,909	102,487	133,991	138,023	145,153
3600 - Worker's Compensation		67,869	79,480	90,599	98,706	101,677	106,930
3900 - Other Employee Benefit		28,800	39,600	43,200	50,400	50,400	56,320
3000 - Total Employee Benefits		812,266	1,130,511	1,341,796	1,547,312	1,661,468	1,788,266
Percent of Revenue/Resources		12.37%	14.38%	15.16%	16.15%	16.98%	17.41%
1000 & 2000 & 3000 - Total Salaries and Benefits		3,883,266	4,726,881	5,441,291	6,013,664	6,262,226	6,626,709
Percent of Total Salaries and Benefits		59.13%	60.13%	61.47%	62.76%	63.99%	64.52%
4000 - Books and Supplies							
4100 - Approved Textbooks & Curricula Materials		150,000	180,000	216,000	259,200	180,000	180,000
4200 - Books and Other Reference Materials		20,000	24,000	28,800	34,560	41,472	49,766
4300 - Materials & Supplies		125,000	150,000	180,000	216,000	150,000	150,000
4400 - Noncapitalized Equipment		95,000	114,000	136,800	164,160	61,000	61,000
4700 - Food		507,071	519,848	538,769	561,339	587,581	613,293
4000 - Total Books and Supplies		897,071	987,848	1,100,369	1,235,259	1,020,053	1,054,060
Percent of Revenue/Resources		13.66%	12.57%	12.43%	12.89%	10.42%	10.26%

5000 - Services & Other Operating Expenses						
5200 - Travel & Conferences	19,500	60,000	60,000	43,000	11,000	11,000
5300 - Dues & Memberships	6,500	13,000	13,000	10,000	6,500	6,500
5400 - Insurance (Umbrella liability)	54,800	62,050	67,950	74,575	82,000	89,775
5500 - Operations & Housekeeping	85,200	63,261	135,720	135,960	142,200	154,200
5600 - Rentals, Leases, Repairs & NonCap Improvements	627,600	750,960	754,776	759,118	884,066	901,313
5800 - Professional/Consulting Serv and Operating Expenses	958,415	410,616	1,239,587	1,271,612	1,337,328	1,376,459
5900-Communications	9,600	12,000	13,824	11,436	11,448	11,460
5000 - Total Services & Other	1,761,615	1,371,887	2,284,857	2,305,700	2,474,542	2,550,707
Percent of Revenue/Resources	26.83%	17.45%	25.81%	24.06%	25.28%	24.83%
6000 - Capital Outlay						
6400 - Depreciation	25,000	25,000	25,000	27,000	30,000	40,000
6000 - Total Capital Outlay	25,000	775,000	25,000	27,000	30,000	40,000
Percent of Revenue/Resources	0.38%	9.86%	0.28%	0.28%	0.31%	0.39%
TOTAL EXPENDITURES	6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475

CASH FLOW

Magnolia Science Academy-Anahelm

2015-2016

	PART A												PART B Accruals	A+B TOTAL		
	July	August	September	October	November	December	January	February	March	April	May	June				
ACTUALS THROUGH THE MONTH OF																
A. BEGINNING CASH	300,000	22,784	54,993	202,530	153,943	113,689	219,559	232,660	434,483	721,047	663,475	605,904				
B. RECEIPTS																
REVENUE LIMIT SOURCES																
EPA	-	-	120,704	-	-	120,704	-	-	268,716	-	-	268,716				778,839
Property Taxes	-	259,425	129,713	129,713	129,713	129,713	129,713	380,124	112,395	112,395	112,395	112,395				1,737,690
Principal Apportionment	301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280				3,615,360
PV Adjustment																-
Total Revenue Limit Sources	301,280	560,705	551,697	430,993	430,993	551,697	430,993	681,404	682,390	413,675	413,675	682,390				6,131,890
FEDERAL REVENUES																
Title I	-	-	57,349	-	-	57,349	-	-	57,349	-	-	-				229,397
Title II	-	-	8,082	-	-	8,082	-	-	8,082	-	-	-				32,327
Title III	-	-	9,989	-	-	9,989	-	-	9,989	-	-	-				39,957
NSLP (National Sch Lunch Prd	-	-	47,255	47,255	47,255	47,255	47,255	47,255	47,255	47,255	47,255	47,255				472,547
Total Federal Revenues	-	-	122,675	47,255	47,255	122,675	47,255	47,255	122,675	47,255	47,255	47,255				774,227
OTHER STATE REVENUES																
Lottery	-	-	-	-	-	-	53,354	-	1,661	1,661	1,661	53,354				106,708
NSLP (National Sch Lunch Prd	-	-	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661				16,615
Prop 39 Clean Energy																-
Common Core (13-14 only)																-
Mandate Block Grant																-
Other State Revenues	-	-	1,661	1,661	1,661	1,661	55,015	1,661	1,661	1,661	1,661	55,015				123,323
LOCAL REVENUE																
Donation																
Fundraising	4,167	4,167	4,167	4,167	8,333	8,333	8,333	4,167	8,333	8,333	8,333	4,167				50,000
Other Local Revenues																
Other State Revenues	4,167	4,167	4,167	4,167	12,500	12,500	12,500	4,167	12,500	12,500	12,500	4,167				100,000
TOTAL REVENUES	305,447	564,872	680,199	484,075	492,409	686,533	545,763	734,486	819,226	475,091	475,091	788,827				7,129,440
Account Receivable																
Other Financial Sources																
TOTAL CASH IN	305,447	564,872	680,199	484,075	492,409	688,533	545,763	734,486	819,226	475,091	475,091	788,827				7,129,440

		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
C. DISBURSEMENTS															
CERTIFICATED SALARES															
Teachers' Salaries	1100	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417		2,225,000
Admin's Salaries	1300	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917		287,000
Other															
Total Certificated Salares		209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333		2,512,000
CLASSIFIED SALARES															
Clerical and Office Salaries	2400	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042		180,500
Other Non Certificated Salares	2900	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542		378,500
Other															
Total Classified Salares		46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583		559,000
EMPLOYEE BENEFITS															
STRS	3100	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448		233,378

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Magnolia Public Schools						
Magnolia Science Academy-Anaheim						
Total Enrollment	685	790	755	785	820	855
Total Capacity	850	850	850	850	850	850
Total Revenue	\$ 7,129,440	\$ 8,704,663	\$ 9,105,834	\$ 9,590,635	\$ 10,052,311	\$ 10,387,402
Total Expenses	\$ 6,566,951	\$ 7,861,616	\$ 8,851,518	\$ 9,581,623	\$ 9,786,821	\$ 10,271,475
Carryover from previous year	\$ 300,000	\$ 862,488	\$ 1,705,535	\$ 1,959,852	\$ 1,968,863	\$ 2,234,353
5% Reserve	\$ 262,678	\$ 393,081	\$ 354,061	\$ 383,265	\$ 391,473	\$ 410,859
Net Income (Loss)	\$ 562,488	\$ 843,047	\$ 254,317	\$ 9,012	\$ 265,490	\$ 115,926
Ending Fund Balance	\$ 862,488	\$ 1,705,535	\$ 1,959,852	\$ 1,968,863	\$ 2,234,353	\$ 2,350,280

ENROLLMENT

Students	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	130	130	135	140	140	140
1	100	100	120	125	135	135
2	90	100	100	120	125	135
3	90	100	100	100	120	125
Total K-3	410	430	455	485	520	535
4	95	100	100	100	100	120
5	85	100	100	100	100	100
6	95	100	100	100	100	100
Total 4-6	275	300	300	300	300	320
7						
8						
Total 7-8	0	0	0	0	0	0
9						
10						
11						
12						
Total 9-12	0	0	0	0	0	0
Total Enrollment	685	790	755	785	820	855

Prior Year Enrollment

Total Enrollment Capacity	850	850	850	850	850	850
Number of Instructional Days	175	175	175	175	175	175

Daily Attendance %

Estimated Average Daily Attendance (ADA)	96.00%	96.20%	96.40%	96.60%	96.80%	96.90%
Unduplicated Student % (FRL, EL and FY)	658	702	728	758	794	828

of FR Students

Unduplicated Student % (FRL, EL and FY)	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%
# of FR Students	617	632	655	682	714	746

REVENUE & RESOURCES

STATE REVENUE

8011 - State Aid	3,615,360	4,473,772	4,658,734	5,348,907	5,589,603	5,732,994
	3.61	3.87	4.03	4.11	4.21	4.25

8012 - Education Protection Account (EPA)	778,839	798,631	793,847	404,803	414,652	425,289
---	---------	---------	---------	---------	---------	---------

8096 - In Lieu of Property Tax	1,737,690	1,955,984	2,138,695	2,290,208	2,463,227	2,610,962
Rate per student						
Total Property Tax						

TOTAL FUNDING	6,131,890	7,228,387	7,591,276	8,043,918	8,467,482	8,769,246
----------------------	------------------	------------------	------------------	------------------	------------------	------------------

FEDERAL REVENUE

No Child Left Behind	229,397	245,918	256,086	261,169	267,524	270,066
Title I (Part A, Basic Grants Low-income and Neglected)						
Title II (Title II, Part A, Teacher & Principal Training)	32,327	34,655	36,088	36,804	37,700	38,058
Title III (Limited-English-proficient and immigrant students)	39,957	42,834	44,605	45,491	46,598	47,040
Title V (Public Charter Schools Grant Program - PCSGP)						
Total Title Funds	301,680	323,408	336,779	343,464	351,821	355,164

Special Education (IDEA)

Rate per ADA	-	-	-	-	-	-
Sp. Ed. Fair Share Contr Rate	-	-	-	-	-	-
Total Sp. Ed. IDEA (Individuals with Disabilities Education Act, Part B)	-	-	-	-	-	-

NSLP - Federal (National School Lunch Program)	294,533	301,954	312,944	326,054	341,297	356,232
Rate per FRL student	2.73 \$	2.73 \$	2.73 \$	2.73 \$	2.73 \$	2.73 \$
SBP - Federal (State Breakfast Program)	178,014	182,500	189,142	197,066	206,278	215,305
Rate per FRL student	1.65 \$	1.65 \$	1.65 \$	1.65 \$	1.65 \$	1.65 \$

ASSET (After-School Safety and Enrichment for Teens)

Total Federal Revenue	774,227	807,862	838,865	866,584	899,396	926,701
------------------------------	----------------	----------------	----------------	----------------	----------------	----------------

OTHER STATE REVENUE

Lottery	148	148	148	148	148	148
Rate per student						
Total Lottery (Prior Year Enrollment*\$121)	106,708	101,380	108,040	111,740	116,180	121,360

Special Education - State (AB 602)

Rate per ADA	-	-	-	-	-	-
Sp. Ed. Fair Share Contribution Rate	-	-	-	-	-	-
Total Special Education	-	-	-	-	-	-

Facility Grants

Charter School Facility Grant Program (SB740)	-	-	-	-	-	-
State Charter School Facilities Incentive Grant	450,000	450,000	450,000	450,000	450,000	450,000
Total Facility Grant	-	450,000	450,000	450,000	450,000	450,000

NSLP - State (National School Lunch Program)

Rate per FRL student	16,615	17,033	17,653	18,393	19,253	20,095
	0.22 \$	0.22 \$	0.22 \$	0.22 \$	0.22 \$	0.22 \$

Prop 39 Clean Energy

--	--	--	--	--	--	--

ASES (After School Education and Safety)

--	--	--	--	--	--	--

Start Up Grant

--	--	--	--	--	--	--

Mandate Block Grant

--	--	--	--	--	--	--

Common Core Implementation Fund

--	--	--	--	--	--	--

Actual

Total Other State Revenue	123,323	568,413	575,693	580,133	585,433	591,455
OTHER LOCAL REVENUE						
Student Activities, Field Trips and etc.						
Donations	50,000	50,000	50,000	50,000	50,000	50,000
Fundraising	50,000	50,000	50,000	50,000	50,000	50,000
Lunch Fees						
BTSA						
Computer						
All Other Local Revenues						
Total Other Local Revenue	100,000	100,000	100,000	100,000	100,000	100,000
TOTAL REVENUE & RESOURCES	7,129,440	8,704,663	9,105,834	9,590,635	10,052,311	10,387,402

EXPENDITURES

1000 - Certificated Salary	1.02%	1.60%	2.48%	2.87%	2.87%	2.87%
COLA						
1100 - Teachers Salaries						
Full Time Teachers	35	40	43	45	45	46
# of FT Teachers	54,000	55,620	57,289	59,007	60,777	62,601
Avg Salary	10,000	10,000	10,000	15,000	15,000	15,000
Other						
Part Time Teachers						
# of PT Teachers	13	15	17	20	20	20
Avg Salary	25,000	25,750	26,523	27,318	28,138	28,982
Subtotal 1100 - Teachers' Salaries	2,225,000	2,621,050	2,924,292	3,216,690	3,312,741	3,474,274
1300 - School Administrator Salaries						
Principal Salary	90,000	92,700	95,481	98,345	101,296	104,335
Other	1,000	1,000	1,500	1,500	1,500	1,500
# of Deans	3	4	5	5	5	5
Avg Salary of Deans	65,000	66,950	68,959	71,027	73,158	75,353
Other	1,000	1,000	1,500	1,500	2,000	2,000
Subtotal 1300 - School Administrators' Salaries	287,000	362,500	443,274	456,482	470,586	484,599
1000 - Total Certificated Salary	2,512,000	2,983,550	3,367,566	3,673,172	3,783,327	3,958,873

2000 - Classified (Non Certificated) Salary

2400 - Clerical and Office Salaries						
Classified Admin.						
# of Fulltime Office Managers/Admin	5	6	6	7	7	7
Avg Salary	36,000	37,080	38,192	39,338	40,518	41,734
Other	500	500	750	750	1,000	1,000
Subtotal 2400 - Clerical and Office Salaries	180,500	222,980	229,904	276,117	284,628	293,137
2900 - Other Non-certificated Salaries						
# of full time employees	4	4	5	5	5	5
Average Salary	62,000	63,860	65,776	67,749	69,782	71,875
Other	500	500	750	750	1,000	1,000

# of part time employees	4	4	5	5	5	6
Average Salary	32,500	33,475	34,479	35,514	36,579	37,676
Subtotal 2900 Total Part Employees	378,500	389,840	502,025	517,064	532,803	586,433

Total Classified (Non Certified) FTE	9	10	11	12	12	12
--------------------------------------	---	----	----	----	----	----

Total # of Full-Time Employees	48	55	60	63	63	64
--------------------------------	----	----	----	----	----	----

Total # of Part-Time Employees	17	19	22	25	25	26
--------------------------------	----	----	----	----	----	----

2000 - Total Classified (Non Certified) Salary	559,000	612,820	731,930	793,181	817,431	879,570
Total Salaries (Total of 1000 & 2000 Series)	3,071,000	3,596,370	4,099,495	4,466,353	4,600,758	4,838,443

3000 - Employee Benefits

3100 - State Teacher Retirement System-STRS

STRS salaries	2,175,000	2,585,300	2,903,683	3,108,808	3,202,073	3,360,736
STRS matching rate	10.73%	12.58%	14.43%	16.28%	18.13%	19.10%
Subtotal 3100 - STRS	233,378	325,231	419,002	506,114	580,536	641,900

3200 - Public Employee Retirement System-PERS

PERS salaries	428,000	477,920	558,033	614,113	632,536	651,512
PERS matching rate	14.21%	14.51%	14.51%	14.51%	14.51%	14.51%
Subtotal 3200 - PERS	60,806	69,332	80,954	89,089	91,762	94,515

3300 - OASDI / Medicare / Alternative

Social Security Rate	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
Total Social Security	55,552	62,686	74,140	84,168	86,719	91,618
Medicare/OASDI Rate	1.95%	1.95%	1.95%	1.95%	1.95%	1.95%
Total Medicare/OASDI	59,885	70,129	79,940	87,094	89,715	94,350
Subtotal 3300-OASDI / Medicare / Alternative	32,393	132,816	154,081	171,262	176,433	185,968

3400 - Health and Welfare Benefits

Annual expense per full time employee	6,825	7,166	7,525	7,901	8,296	8,711
Total FT Employees	48	55	60	63	63	64
Subtotal 3400 - Health Benefits	327,600	394,144	451,474	497,750	522,637	557,480

3500 - Unemployment Insurance

Unemployment Insurance Rate	2.00%	2.50%	2.50%	3.00%	3.00%	3.00%
Subtotal 3500 - Unemployment Insurance	61,420	89,909	102,487	133,991	138,023	145,153

3600 - Worker's Compensation

% of Total Salaries	2.21%	2.21%	2.21%	2.21%	2.21%	2.21%
Subtotal 3600 - Worker's Compensation	67,869	79,480	90,599	98,706	101,677	106,930

3900 - Other Employee Benefits

Unused Personnel/Sick day compensation Rate per unused/sick day	28,800	39,600	43,200	50,400	50,400	56,320
Average of unused/sick days per FTE	75	90	90	100	100	110
	8	8	8	8	8	8

All Other Employee Benefits						
Subtotal 3900 - Other Employee Benefits	28,800	39,600	43,200	50,400	50,400	56,320

3000 - Total Employee Benefits

812,266	1,130,511	1,341,796	1,547,312	1,661,468	1,789,266
3,883,266	4,726,881	5,441,291	6,013,664	6,262,226	6,626,709

Total Salaries & Benefits (1000,2000, 3000)

4000 - Books and Supplies

4100 - Approved Textbooks & Curricula Materials

398,590					
100,000	120,000	144,000	172,800	120,000	120,000
50,000	60,000	72,000	86,400	60,000	60,000
150,000	180,000	216,000	259,200	180,000	180,000

Subtotal 4100 - Approved Textbooks & Curricula Materials

4200 - Books and Other Reference Materials

5,000	6,000	7,200	8,640	10,368	12,442
5,000	6,000	7,200	8,640	10,368	12,442
10,000	12,000	14,400	17,280	20,736	24,883
20,000	24,000	28,800	34,560	41,472	49,766

Subtotal 4200 - Books and Other Reference Materials

4300 - Materials & Supplies

30,000	36,000	43,200	51,840	36,000	36,000
20,000	24,000	28,800	34,560	24,000	24,000
25,000	30,000	36,000	43,200	30,000	30,000
50,000	60,000	72,000	86,400	60,000	60,000
125,000	150,000	180,000	216,000	150,000	150,000

Subtotal 4300 - Materials & Supplies

4400 - Equipment

30,000	36,000	43,200	51,840	20,000	20,000
15,000	18,000	21,600	25,920	10,000	10,000
10,000	12,000	14,400	17,280	10,000	10,000
10,000	12,000	14,400	17,280	5,000	5,000
5,000	6,000	7,200	8,640	3,000	3,000
5,000	6,000	7,200	8,640	3,000	3,000
20,000	24,000	28,800	34,560	10,000	10,000
95,000	114,000	136,800	164,160	61,000	61,000

Other Materials/Equipments

Subtotal 4400 - Equipment

4700 - Food

617	632	655	682	714	746
\$1.70	\$1.70	\$1.70	\$1.70	\$1.70	\$1.70
\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
507,071	519,848	538,769	561,339	587,581	613,293

Number of eligible students

Breakfast cost per FRL student

Lunch cost per FRL student

Subtotal 4700 - Food

4000 - Total Books and Supplies

897,071	987,848	1,100,369	1,235,259	1,020,053	1,054,060
----------------	----------------	------------------	------------------	------------------	------------------

5000 - Services & Other Operating Expenses

5200 - Travel & Conferences

2,500	10,000	10,000	8,000	3,000	3,000
2,000	20,000	20,000	15,000	3,000	3,000
15,000	30,000	30,000	20,000	5,000	5,000
19,500	60,000	60,000	43,000	11,000	11,000

Charter Schools Conference annual cost

CDE Workshops and Charter School Training

Other conferences, trainings and workshops

Subtotal 5200 - Travel & Conferences

5300 - Dues & Memberships

2,000	4,000	4,000	3,000	2,000	2,000
2,500	5,000	5,000	4,000	2,500	2,500

WASC Accrediting

CCSA Membership Fee

Other	2,000	4,000	4,000	3,000	2,000	2,000
<i>Subtotal 5300 - Dues & Memberships</i>	6,500	13,000	13,000	10,000	6,500	6,500

5400 - Insurance (Umbrella liability)	80	85	90	95	100	105
Cost per student	54,800	62,050	67,950	74,575	82,000	89,775
<i>Subtotal 5400 - Insurance (Umbrella Liability)</i>						

5500 - Operations & Housekeeping						
Utilities cost per month						
Gas	100	150	160	180	200	200
Water	2,500	3,750	4,000	4,000	4,500	5,000
Electric	3,500	5,250	5,500	5,500	5,500	6,000
Garbage	500	750	900	900	900	900
<i>Subtotal Utilities</i>	79,200	54,261	126,720	126,960	133,200	145,200

Janitorial Services	500	750	750	750	750	750
Cost per month	6,000	9,000	9,000	9,000	9,000	9,000
<i>Subtotal Janitorial Services</i>						
<i>Subtotal 5500 - Operations & Housekeeping</i>	85,200	63,261	135,720	135,960	142,200	154,200

5600 - Rentals, Leases, Repairs & NonCap Improvements						
Facility Rent						
Cost per month	50,000	60,000	60,000	60,000	70,000	70,000
<i>Subtotal Rent</i>	600,000	720,000	720,000	720,000	840,000	840,000

Maintenance & Repairs	500	600	720	864	1,037	1,244
Cost per month	6,000	7,200	8,640	10,368	12,442	14,930
<i>Subtotal Maintenance & Repairs</i>						

Equipment Lease	3	3	3	3	3	4
# of copiers	600	660	726	799	878	966
Monthly cost per copier	21,600	23,760	26,136	28,750	31,625	46,383
<i>Subtotal Equip Lease</i>						

<i>Subtotal 5600 - Rentals, Leases, & Repairs</i>	627,600	750,960	754,776	759,118	884,066	901,313
---	---------	---------	---------	---------	---------	---------

5800 - Professional/Consulting Serv and Operating Expenses						
Annual Audit	6,000	10,000	10,000	8,000	6,000	6,000
Interest	1,000	1,200	1,500	1,500	1,800	1,800
Bank Service Charges						
Tenant Improvement Interest	300	400	400	500	500	500
Monthly Payroll Fees						
PUC Service Fee	10,600	16,000	16,300	15,500	13,800	13,800
<i>Subtotal Accounting</i>						

Advertising / Community Outreach	1,000	2,000	2,000	2,000	2,000	2,000
Monthly cost	12,000	24,000	24,000	24,000	24,000	24,000
<i>Subtotal Advertising</i>						

Business Service by MERF	11.00%	11.00%	11.00%	11.00%	11.00%	11.00%
11% of total revenue (maximum allowed due to 5% reserve)						

Subtotal Business Services	686,246	806,274	846,925	897,122	944,203	977,967
Student Activities, Field Trips and etc.	20,000	25,000	25,000	25,000	30,000	30,000
Legal Services	5,000	50,000	50,000	20,000	15,000	15,000
Substitute Teachers	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
% teacher absence	200	200	200	200	200	200
Avg Daily Sub Pay	61,250	70,000	75,250	78,750	78,750	80,500
Subtotal Substitute Teacher Fees						
BTSA Program	5	7	8	8	9	9
# of Teachers in Program	4,000	4,000	4,000	4,500	4,500	4,500
Per Teacher Cost	20,000	28,000	32,000	36,000	40,500	40,500
Subtotal Other Consultants						
Professional Development	5,000	10,000	10,000	10,000	15,000	15,000
Security	250	300	350	400	450	500
Monthly cost	3,000	3,600	4,200	4,800	5,400	6,000
Subtotal Security						
Special Education Cost	50,000	50,000	50,000	50,000	50,000	50,000
Special Education Fair Share Contribution						
Technology Support(CoolSIS)	2,000	2,500	2,500	2,500	3,000	3,000
Cost per month	24,000	30,000	30,000	30,000	36,000	36,000
Software Licensing (This will include Office, computer lab softwares etc.)						
Subtotal Technology Services						
Other Professional Services						
% of Revenue	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Other Fees	61,319	72,284	75,913	80,439	84,675	87,692
District Oversight Fee	958,415	410,616	1,239,587	1,271,612	1,337,328	1,376,459
Subtotal 5800 - Professional/Consulting Serv & Operating Srv						
5900 - Communications						
Internet / Phone	450	500	552	553	554	555
Monthly cost	5,400	6,000	6,624	6,636	6,648	6,660
Subtotal Internet / Phone						
Postage & Delivery	350	500	600	400	400	400
Monthly Cost	4,200	6,000	7,200	4,800	4,800	4,800
Subtotal Postage & Delivery						
Subtotal 5900 - Communications	9,600	12,000	13,824	11,436	11,448	11,460
5000 - Total Services & Other	1,761,615	1,371,887	2,284,857	2,305,700	2,474,542	2,550,707
6000 - Capital Outlay						

6400 - Depreciation									
6000 - Total Capital Outlay	25,000	25,000	25,000	27,000	30,000	40,000			
7000 - School Startup Costs		750,000							
6000 & 7000	25,000	775,000	25,000	27,000	30,000	40,000			
TOTAL EXPENDITURES	6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475			

APPENDIX 2

BYLAWS

APPENDIX 2. BYLAWS

AMENDED AND RESTATED BYLAWS
OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this corporation is Magnolia Educational & Research Foundation.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is 13950 Milton Avenue, Suite 200B, Westminster, 92683 California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purposes of this corporation are to provide community support in educational and research areas, which include, but are not limited to the following: managing, operating, guiding, directing and promoting public charter schools; conducting scientific research at K-12 schools and colleges to identify and implement successful education practices; promoting and discovering the research modules in scientific areas with applied and practicable methods to promote prospective scientists; coordinating international conferences/competitions in various fields of academic study. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts, liabilities and all charter obligations of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for the public and/or charitable purposes of managing, operating, guiding, directing, promoting, and/or supporting one or more California public charter schools that serve students in grades K-12 and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS. The number of directors shall be no less than three (3) and no more than eleven (11), unless changed by amendments to these bylaws. The exact number of directors shall be fixed within these limits by a Resolution of the Board. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors.

The Board of Directors commits to designating at least one (1) director who resides in each county where this corporation operates a charter school. The Board of Directors shall strive to recruit directors representing parents and the charter school communities, from diverse professional and ethnic backgrounds and commits to designating at least one (1) director representing parents at all times.

Section 4. RESTRICTION ON EMPLOYEE DIRECTORS. No current employees of the Corporation may serve on the Board of Directors.

Section 5. DIRECTORS' TERMS. Each director shall hold office for five (5) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution

of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by a simple majority of directors then in office at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. QUORUM. A majority of the directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the directors at the meeting shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 15. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 16. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a

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

- a. 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;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- g. 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.

Section 17. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 18. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 19. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 20. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Corporation shall comply with applicable conflict of interest laws, including the Political Reform Act of 1974 (Chapter 1 (commencing with Section 81000) of Title 9 of the Government Code) and Govt. Code § 1090 et seq.

ARTICLES VIII
MEETINGS

Section 1. **PLACE OF BOARD OF DIRECTORS MEETINGS.** The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting and which is in compliance with the Ralph M. Brown Act. The Board of Directors commits to rotating the locations of its regular physical meetings among the counties where the corporation's charter school sites are located, and to holding at least one of its regular physical meetings in a calendar year in each of those counties, and that the final date, time, and place will be specified in the notice of the meeting in compliance with the Ralph M. Brown Act.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act. ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors 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 of Directors.

Section 3. **REGULAR MEETINGS.** Regular meetings of the Board of Directors shall be held on the second Thursday of each month, unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer or a majority of the Board of Directors. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors 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. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of a school district in which at least one of the charter schools operated by the corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors 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;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. 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
- f. 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.²

Section 7. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment,

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

and to the public in the manner prescribed by any applicable public open meeting law.

**ARTICLE IX
OFFICERS OF THE CORPORATION**

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and Chief Financial Officer, who shall be known as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article X Section 4, of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special and, if special, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 13. VICE-CHAIRMEN. One Vice-Chairman of the Board of Directors will be assigned to each county in which a charter school operated by the corporation is located.

**ARTICLE X
CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** In compliance with Government Code Section 1090 et seq., the corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

**ARTICLE XI
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

Section 2. **AGAINST NEPOTISM.** If a member of an officer's or employee's immediate family is to be hired to work in a position directly subordinate or supervisory to the officer or employee, that fact should be disclosed in advance to the Board of Directors so that a determination can be made whether to permit an exception to the normal prohibition against nepotism.

**ARTICLE XII
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XIII
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238

(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIV
INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XV
MAINTENANCE OF CORPORATE RECORDS**

- Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:
- a. Adequate and correct books and records of account;
 - b. Written minutes of the proceedings of the Board and committees of the Board; and
 - c. Such reports and records as required by law.

**ARTICLE XVI
INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVII
REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the corporation pursuant to Article XIV of these Bylaws.

ARTICLE XVIII
BYLAW AMENDMENTS

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these

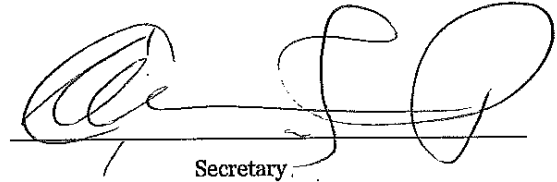
Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws. The Board of Directors may only amend these Bylaws provisions fixing the authorized number of directors or establishing procedures for the nomination or appointment of directors by unanimous vote of all directors then in office. This section may only be amended by the unanimous vote of the all the directors then in office.

ARTICLE XIX
FISCAL YEAR

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation; that these amended and restated bylaws, consisting of **14** pages, are the bylaws of this corporation as adopted by the Board of Directors on **February 16, 2015**; and that these amended and restated bylaws have not been amended or modified since that date.



Secretary

Saken Sherchanov

2/17/2015



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 05 2008

A handwritten signature in cursive script that reads "Debra Bowen".

DEBRA BOWEN
Secretary of State

**CERTIFICATE OF AMENDMENT OF
 ARTICLES OF INCORPORATION**

JUN 05 2008

The undersigned certifies that:

1. They are the President and the Secretary of Dialog Cultural, Scientific & Educational Foundation, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of this corporation is Magnolia Educational & Research Foundation.

3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

~~This~~ Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to provide community support in educational and research areas, which include, but are not limited to the following: managing, operating, guiding, directing and promoting public charter schools; conducting scientific research at K-12 schools and colleges to identify and implement successful education practices; coordinating international conferences/competitions in various fields of academic study.

The Corporation is organized and operated exclusively for charitable, educational and scientific purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

4. Article IV of the Articles of Incorporation of this corporation is amended to read as follows:

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence

legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

5. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
6. The corporation has no members.


I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 06/03/2008



METIN OGUZMERT, PRESIDENT

DATE: 06/03/2008



YAVUZ BAYAM, SECRETARY



APPENDIX 4

BOARD ROSTER

APPENDIX 4. BOARD ROSTER

MAGNOLIA PUBLIC SCHOOLS (MPS) BOARD OF DIRECTORS

Qualifications

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

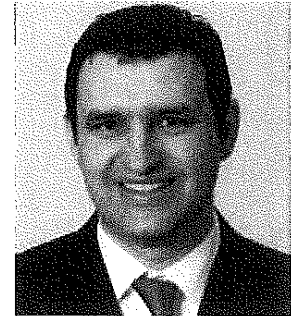
Board Members

<u>Name</u>	<u>County of Residence</u>	<u>Representative/Background</u>
▪ Umit Yapanel, Ph.D., President	Santa Clara	Community/Engineer
▪ Serdar Orazov	Contra Costa	Community/Accounting, Controller
▪ Diane Gonzalez	Los Angeles	Community/DOJ, Community Outreach
▪ Nguyen Huynh	Los Angeles	Community/Political Economy, Public Policy
▪ Noel Russell-Unterburger	Los Angeles	Parent/Director of Finance & Admin., Controller
▪ Saken Sherkhonov, Secretary	Los Angeles	Former MPS Teacher/Biochemistry Researcher
▪ Ali Korkmaz, Ph.D.	Orange	Community/Instructional System Res., Data Analyst
▪ Remzi Oten, Ph.D.	Orange	Parent/Engineer, Businessman
▪ Mustafa Kaynak, Ph.D.	San Diego	Community/Engineer

Resumes

Please find attached resumes of the MPS Board of Directors.

UMIT YAPANEL
596 De Guigne Dr Apt 100
Sunnyvale, CA 94085



E-mail: uyapanel@gmail.com

Phone: (720) 352-9271 (cell)

OBJECTIVE

Looking for a senior position where I can use my accumulated knowledge of speech processing to build consumer-oriented products for which speech is the main media of communication regardless of the environment in which the products are utilized.

RESEARCH INTERESTS

Speech/Signal Processing, Mobile ASR, Robust Speech Recognition/Parameterization, Speech Coding/Compression, Speaker Normalization, Model Adaptation for ASR, Acoustic Modeling, Speech Enhancement, Child Speech Analysis and Processing, Language Identification.

EDUCATION

- **2000-2004** **Ph.D.** in Dept. of Electrical and Computer Engineering
University of Colorado, Boulder, CO
Thesis Advisor: Prof. John H. L. Hansen
Thesis Title: "Acoustic Modeling and Speaker Normalization Strategies with Application to Robust In-vehicle Speech Recognition and Dialect Classification"
- **2000-2002** **M.S.** in Dept. of Electrical and Computer Engineering,
University of Colorado, Boulder, CO
Continued to PhD in the same department
- **1998-2000** **M.S.** in Electronics Engineering, Communications Branch,
Bogazici University, Istanbul, TURKEY
Thesis Advisor: Prof. Levent M. Arslan
Thesis Title: "Garbage Modeling Techniques for a Turkish Keyword Spotting System"
- **1997-1998** English Preparatory Class, Bogazici University, Istanbul, Turkey
- **1993-1997** **B.Eng.** in Electronics and Communications Engineering,
Istanbul Technical University

PROFESSIONAL EXPERIENCE

- **10/10-Current** **Audience, Inc.**
Project: Development of ASR related algorithms for noise-robust ASR for mobile environments. ASR characterization of a noise-suppression chip developed for mobile phones

- **02/10-09/10** **Director of New Development**
Accord Institute for Education Research
Project: Managed financing efforts for new campus purchases and facility improvements for Accord charter schools.
- **01/10-05/10** **Adjunct Faculty, Dept of Electrical, Computer, and Energy Eng.**
University of Colorado at Boulder
Project: Teaching ECEN46332 Introduction to Digital Filters class to senior as well as a few graduate students.
- **03/09-06/09** **Consultant, TUBITAK-UEKAE**
Project: Developed a GMM-based language identification (LID) system for UEKAE (National Institute of Electronics and Cryptology of Turkey) on OGI Multilanguage Telephone Corpus. Also helping to improve the performance of UEKAE's ASR Engine by integrating PMVDR noise-robust features and BISN speaker normalization both of which were developed during his PhD thesis research. Current LID system he developed is performing better than all GMM-based systems reported in the LID literature on the same database.
- **02/05-02/09** **Speech Technology Engineer, INFOTURE, INC.**
Project: Responsible for the software development of an assessment tool used to monitor and assess the language development of children ages 0-4 years. The project involved establishing the speech recognition framework within the company as well as creating new algorithms to handle child speech recognition and automatic language assessment (an area in which nobody has substantial expertise yet), adult speech analysis and recognition, speaker segmentation, speaker identification, speech compression, speech enhancement and other issues related to robust speech processing. The product will be very helpful in detecting delays in speech development of infants and young children and will allow for early intervention for maximum benefit to disadvantaged children. Developed C and MATLAB code implementations, PERL scripts, and helped with a lot of testing tasks.
- **05/03-08/03** **Paid Internship at IBM, TJ Watson Research Center**
Embedded Speech Recognition Group
Project: *Development of computationally efficient on-the-fly speaker normalization algorithms for the embedded speech engine.*
- **05/02-09/02** **Paid Internship at IBM, TJ Watson Research Center**
Embedded Speech Recognition Group
Project: *Development of MVDR-based feature extraction schemes for robust speech recognition in car environments.*
- **08/00-12/04** **Research Assistant, Center for Spoken Language Research**
University of Colorado, Boulder
Projects: *Model adaptation, robust parameterization and speaker normalization for robust speech recognition in adverse noisy conditions with emphasis on in-vehicle speech recognition; member of the CSLR team that participated in DARPA/NRL SPINE I & II tasks and Eurospeech-01 Aurora task*
- **08/99-08/00** **Researcher, Speech Technology Group**

National Institute of Electronics and Cryptology (UEKAE)
The National Scientific and Research Council of Turkey (TUBITAK)
Project: *Robust keyword spotting over the telephone network for Turkish*

- **09/98-08/99** **Researcher, Electromagnetic Compatibility Group**
National Institute of Electronics and Cryptology (UEKAE)
The National Scientific and Research Council of Turkey (TUBITAK)
Project: *Signal processing applications for EMC/TEMPEST tests*
- **09/97-09/98** **Researcher, Faculty of Naval Engineering**
Istanbul Technical University
Project: *Software development for the computation of radar cross section (RCS) of a stealth naval vessel*
- **12/97-09/98** **Research and Teaching Assistant,**
Dept. of Electronics and Communication Eng., Istanbul Technical University
Project: *Problem sessions for Electromagnetic Theory courses*

RELATED COURSEWORK

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

COMPUTER/LANGUAGE SKILLS

Operating Systems: Unix, Linux, AIX, Windows 98/NT/00/XP

Programming: C, Python, C-shell, Perl, Basic, Fortran

Packages: Sphinx ASR Engine, Sonic ASR Engine, HTK ASR Engine, Festival, MATLAB, LaTeX, MS-Office, LabWindows/CVI

Languages: Turkish (Native), English (Fluent)

Immigration Status: Green card holder

THESES/PROJECTS

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

PATENTS

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

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

PUBLICATIONS

Book Chapters

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

Journal

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

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

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

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

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

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

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

Conference

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

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

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

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

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

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

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

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

- | "Perceptual MVDR-Based Cepstral Coefficients (PMCCs) for Robust Speech Recognition," **U. Yapanel** and S. Dharanipragada, ICASSP'03, Hong Kong.
- | "High Performance Digit Recognition in Real Car Environments," **U. Yapanel**, X. Zhang, and J.H.L. Hansen, ICSLP'02, Denver, USA.
- | "Use of Wide Band MFCC and Wide Band RCC's for Robust Speaker Identification (Turkish)," M. Selvi, **U. Yapanel**, F. Gurgen, Reg. Signal Proc. Conf., June 2002, DENIZLI-TURKEY.
- | "Robust Speech Recognition in Noise: An Evaluation using the SPINE Corpus," J.H.L. Hansen, R. Sarikaya, **U. Yapanel**, B. Pellom, Eurospeech 2001, DENMARK.
- | "'CU-Move': Analysis & Corpus Development for Interactive In-Vehicle Speech Systems," J.H.L. Hansen, P. Angkititrakul, J. Plucienkowski, S. Gallant, **U. Yapanel**, Eurospeech 2001, DENMARK.
- | "Robust Digit Recognition in Noise: An Evaluation using the AURORA Corpus," **U. Yapanel**, J.H.L. Hansen, R. Sarikaya, B. Pellom, Eurospeech 2001, DENMARK.
- | "Keyword modeling Techniques for a Turkish Keyword Spotting System (Turkish)," **U. Yapanel**, M.U. Dogan, L.M. Arslan, Reg. Signal Proc. Conf., April 2001, Gazi Magosa-CYPRUS.
- | "New Techniques of Correlation Search for Tempest Tests," **U. Yapanel** et al., Regional Conf. on Military Communications, Oct. 2001, Warsaw, POLAND.
- | "Use of Adaptive Filters in Correlation Analysis (Turkish)," **U. Yapanel**, I. Olcer, Reg. Signal Proc. Conf., June 2000, ANTALYA-TURKEY.
- | "Information Extraction from VDUs (Turkish)," **U. Yapanel**, I. Olcer, E. Koksaldi, Reg. Signal Proc. Conf., June 2000, ANTALYA-TURKEY.
- | "Correlation Analysis with Computers: Towards Tests with no Operator (Turkish)," **U. Yapanel**, Reg. Signal Proc. Conf., June 2000, ANTALYA-TURKEY.
- | "On the Use of Monte Carlo Simulation Method in the Prediction of the RCSs of Stealth Designed Warships (Turkish)," **U. Yapanel**, S. Can, Tech. Conf. of Naval Engineering, Dec., 1999, Istanbul-TURKEY.
- | "Signal Processing Applications for Information Extraction from the VDUs," **U. Yapanel** et al., Regional Conf. on Military Communications, Oct 1999, Warsaw, POLAND.

Professional Magazine

- "Antennas and their applications (Turkish)," **U. Yapanel**, B. Turetken, *Electric-Electronic Mag.*, Vol: 11, Jan 2000.
- "Speech Processing Applications for Turkish Language (Turkish)," **U. Yapanel**, L. M. Arslan, *Electric-Electronic Magazine*, Vol:8, Sep 1999.
- "Electromagnetic Compatibility (Turkish)," N. Ari, **U. Yapanel**, *Electric-Electronic Mag.*, Vol:6, May 1999.

ACHIEVEMENTS/HONORS

- Lotus School for Excellence, Board President, 2007-Present*
- Lotus School for Excellence, Board Secretary, 2005-2007*
- Reviewer for the ICASSP'08, Las Vegas, NV.*
- Reviewer for the ICASSP'09, Taipei, Taiwan.*
- Reviewer for the Automatic Speech Recognition and Understanding (ASRU) workshop, 2007 Japan.*
- Reviewer for the Electronics and Communication Journal (ETRI), Korea, 2003-Present*
- IEEE Member, 2000-Present*
- ISCA Member, 2001-Present*
- Full Research Assistantship, Univ. of Colorado at Boulder, 2000-2004*
- Passed the ECE Ph.D. Comprehensive Exam, Univ. of Colorado at Boulder, May 2003*
- Passed the ECE Ph.D. Preliminary Exam, Univ. of Colorado at Boulder, Jan 2001*
- Project Completion Achievement Award, UEKAE-TUBITAK, 1999*
- Second Best Graduating Student of the Faculty, Istanbul Tech. Univ., 1997*
- Second Best Graduating Student, High School, Balikesir-TURKEY, 1993*

REFERENCES

Dr. Dongxin Xu, Manager of Software & Engineering, LENA Foundation (previously Infoture, Inc.), dongxinxu@lenafoundation.org, (303-441-9012)

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

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

SERDAR ORAZOV

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

Objective

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

Professional Summary

- ✓ 8 years of experience in non-profit Accounting and Finance (mostly charter schools)
- ✓ Payroll Processing, GL Reconciliation, AP/AR, Year-end audit functions, Annual 1099's
- ✓ Budget/cash flow development & monitoring, Quarterly Financial statements
- ✓ Endowment accounting
- ✓ Quick learner, able to grasp new ideas, concepts, and methods, self-motivated team player, committed to quality, work, flexible, efficient, life-long learner
- ✓ Multilingual: Russian/Turkmen/English
- ✓ Expert in QuickBooks/QuickBooks Enterprise, Microsoft Dynamics GP, PeachTree, ADP strong MS Excel, MS Power Point, MS Word.

Experience

Controller 4/2015 to present

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

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

Operations Manager 09/2013 to 4/2015

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

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

Finance Manager/Senior Accountant

07/2010 to 08/2013

Magnolia Educational & Research Foundation – Westminster, California

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

Staff Accountant/Business Manager

10/2007 to 07/2010

Magnolia Educational & Research Foundation – San Diego, California

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

Education**MBA:** Finance, Accounting

Jan 2005

Moscow Aviation Institute (State Technical University) Russian Federation - Moscow**Bachelor of Science:** Textile Engineering

Jan 2003

International University – Ashgabat, Turkmenistan**Skills**

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

Language

Fluent in English, Russian and Turkmen

Diane R. Gonzalez
5113 Babette Ave
Los Angeles, California 90066
Phone number 310-996-3495 work
Phone number 310-420-6630 cell
Phone number 310-822-8947 home

OBJECTIVE: To provide service to the community through engaging stakeholders involved in bettering the lives of underserved children.

QUALIFICATIONS:

Board Member- Scholars Learning Academy

Board Member- Drug Enforcement Administration Citizen's Academy (DEACAAA)

MEDIATOR- Centinela Valley Juvenile Diversion Program

EMPLOYMENT:

1964- PRESENT- COMMUNITY Outreach Coordinator - DEPARTMENT OF JUSTICE

Public Service-1998 to present: On the Law Enforcement Torch Run Council for Special Olympics Southern California

- Certified Instructor for i-Safe American on Internet Safety
- 2004 to present: On the salvation Army Westwood Transitional Village Advisory Council
- Former two time Board Member for the Drug Enforcement Administration Citizen's Academy (DEACAAA)
- 2002 to present Board member for Scholars Learning Academy
- Serves as a mediator for the Centinela Valley Juvenile Diversion Program
- Served as a mentor with Pennylane - a group home for At-Risk Girls

Additional Service:

- Created a reading program at the Bessie Pregerson Child Develop Center for under privileged children.
- Created and implemented Community Relations Executive Seminar Training Program (CREST)
- Created a Multi Cultural Advisory Committee
- Coordinator and participant of the Special Olympics of Southern California for Law Enforcement Torch Run Council.

Nguyen (Win) A. Huynh
100 Park Avenue, New York, NY 10017
(917) 697-6139 mobile
e-mail: win.gatescapital@gmail.com

EXPERIENCE

GATES Capital Corporation 2002-present
Executive Vice President – Debt Capital Markets / Investment Banking New York, NY

- Structured, modeled, and implemented new money, refinancing, and swap transactions. These financings were successfully executed under tight time constraints and raised capital or produced savings.
- Shared responsibility for the sale, re-pricing, remarketing and oversight of the firm's \$1 billion variable rate bond portfolio. Developed and maintained relationships with buy-side money market investors, credit analysts, and bond trustees.
- Cultivated relationships with credit enhancers including letter of credit banks, bond insurers, and liquidity providers across different sectors and geographic regions. These relationships were utilized in matching clients to prospective credit enhancers to support a debt transaction.

Goldman, Sachs & Company 2000-2002
Associate – Public Finance Department, Infrastructure Group New York, NY

- Researched, wrote, and produced pitch books and proposals on financing ideas and marketing strategies. These presentations were integral to winning new business, ensuring that clients received the highest ratings and lowest insurance bids possible, and maximizing investor participation in bond sales.
- Structured and executed financings. Conducted due diligence and prepared offering statements and other disclosure documents. My assumption of these duties allowed senior bankers to focus on winning new business and permitted me to develop relationships with clients and counsel.

New York City Water Finance Authority 1998-2000
Analyst New York, NY

- Re-designed, tested, and implemented a new financial model that tracks outstanding debt, manages a commercial paper program, and implements bond issuance. The new model produced more accurate estimates of interest earnings, improved accuracy of offering statements, and facilitated communication with consultants.

EDUCATION

Harvard University 1996-1998
Master of Public Policy, International Trade and Finance Concentration Cambridge, MA

- 50-Page Research Paper: New York City's Use of Financial Securitization
- Treasurer, Asian Student Caucus, 1996-97

University of California at Berkeley 1991-1996
Bachelor of Arts, Political Economy, Honors Berkeley, CA

- Honors Thesis: Privatization, Asian Finance Systems, Development in Vietnam
- Financed 75% of education by working as a bartender/server for 30-40 hours a week for 3 years

Institut d'Etudes Politique (IEP) 1993-1994
Berkeley Full Immersion Study Abroad Program Lyon, France

- Coursework in Economics, Political Economy, Development and Economic Integration

OTHER

- Registered Securities Agent - Series 7, Series 3, and Series 63 qualified
- Trustee, Magnolia Public Charter Schools, Los Angeles, CA – 11 school system with 4,000 students
- Treasurer – Los Robles Apartments, Long Beach, CA
- Co-owner, independent coffee shop, nominated NYC's best coffeehouse, 2004-2006

Noel Russell-Unterburger

3722 West Boulevard • Los Angeles, California • 90016 • (714) 519-6635 • noel2read@gmail.com

CHIEF FINANCIAL OFFICER/CONTROLLER/DIRECTOR OF FINANCE & ADMINISTRATION

As an executive level accounting professional my extensive experience is in accounting, business management, administration, human resource and payroll. The industries I have worked in are manufacturing, banking, Telecommunication, and most recently nonprofit. I have demonstrated an effective ability to improve business operations over the past 18 years in all aspects of finance/accounting operations, cash flow planning, financial statements and internal auditing. I have successfully impacted business growth to maximize profits through achievements in cost reductions, strict internal controls, Improvements in productivity and efficiency.

PROFESSIONAL EXPERIENCE/ACCOMPLISHMENTS

People In Progress, Inc.

Chief Financial Officer (9/05 to 7/12)

I was recruited by the Board of Directors to assume the key financial role in rebuilding a solid fiscal and management infrastructure for the organization. Serving as the Treasurer and Auditor Controller, duties included overseeing all fiscal activities and maintaining overall integrity of fiscal data. Ensuring the sufficiency of internal fiscal operations, I maintained all funds on deposit, approved all payments, redeveloped and implemented fiscal policies in accordance with GAAP. Through strategic planning, budgeting and fiscal prudence the company was able to acquire a \$2.4 million historic real estate asset. In addition to leadership of finance and administration other functional areas of oversight include investments, banking relations, audit and tax reporting, human resource and payroll

- Developed administrative infrastructure to support agency growth and reduced a \$344K debt balance over 14 months
- Increased cash reserves by 143% enabling company to acquire a within three years of taking over the fiscal and administrative function
- Effectively increased net assets by 85% over prior fiscal years by reducing liability balances and increasing capital assets
- Developed and implemented formalized internal control measures compliant with GAAP, and OMB A-110, A-122, and A-133 standards which eliminated 100% of prior year erroneous transactions and audit findings within the independent audit

Go Campaign

Comptroller (9/2011-present)

As an Independent contractor responsible for the oversight of the accounting and financial reporting of the organization, audit and tax preparation

People In Progress, Inc.

Management Accountant (7/02-7/04)

I was part of the management team overseeing the company's financial security handling all accounting departmental functions that included human resource and payroll matters, accounts payable, accounts receivable, financial statement analysis, grants receivable management, monthly and fiscal year end close. In addition, I was in charge of budgeting, reporting and billing of the city, county, state and government contracts to secure funding for the organization. I prepared cost and asset management reports, audit and tax documents and supervised accounting staff. Additionally, I analyzed, interpreted and presented financial information for monthly board meetings and for the overall management and strategic business decisions.

Noel Russell-Unterburger

3722 West Boulevard • Los Angeles, California • 90016 • (714) 519-6635 • noel2read@gmail.com

People In Progress, Inc. (cont'd)

Management Accountant (7/02-7/04)

- Formalized and re-engineered procedures to ensure compliance with government accounting requirements, reduced documentation submission time by 67%
- Created jobs and systems description through the design and documentation of accounting procedures resulting in more accurate transactions and a 75% reduction in processing time.

IndyMac Bank, F.S.B.

Sr. Financial Analyst (8/04 - 9/05)

Recruited for a short term project and reported directly to the senior vice president of telecom. I was tasked to analyze corporate telecom spending for optimization of fiscal resources. I reviewed and performed cost benefit analysis related to project budgets, managed daily operations of telecom staff, conducted trend analysis and provided financial reporting for the senior executive team. Additionally, a critical part of reporting was to identify best practices in all divisions in order to standardize analysis reporting. I developed and implemented work flow policies and procedures that enhanced daily operational performance and recommended budget adjustments, and cost improvement measures. The organization has an approximate diverse employee population of 3500 nationwide and near 1500 internationally.

- Reviewed business telecom spending, identified recoverable telecommunication federal excise taxes assessed under Code SEC. 4252(b) (1) and obtained a \$502k refund for the company

People Coordinated Services

Staff Accountant (12/01-7/02)

I was recruited for a short term project to assist the controller in modifying daily accounting department functions. My task was to create more efficiency, through analysis of general ledger transactions, government and city grants receivables, and prepare budgets and billings for various programs. Additional duties included supervision of the bank reconciliations, financial statement analysis and payroll processing. The organization traditionally has a diverse employee population over 200.

- Improved payroll and human resource procedures by streamlining the process through organizing, prioritizing documents and creating standardized timesheets and schedules, resulting in more accurate transactions and a 25% reduction in processing time.
- Reduced erroneous general ledger transactions by 50% through staff training and development on proper journal entry procedures and documentation.
- Developed guidelines for required source documentation for filing purposes

Poly Pak America, Inc.

Accounting Manager (3/00-12/01)

Directly reporting to the President I managed the accounting department functions. I supervised the accounting staff, prepared tax documents, assisted controller in monthly closing transactions, cash projections, monthly reporting, inventory cost management, and implemented procedures to maintain efficiency within department. The organization has a manufacturing employee population of 150 and sales and administrative employee population of 25.

- Decreased accounts receivable collection rates from 180 days to 45 days a 75% reduction by implementing new customer payment methods and fostering meaningful customer relations and firmer repayment behavior which created a healthier cash flow.

Noel Russell-Unterburger

3722 West Boulevard • Los Angeles, California • 90016 • (714) 519-6635 • noel2read@gmail.com

Merisel Americas, Inc.

Accounting Director - Manufacturer Relations (8/97 to 3/00)

I managed accounting vendor relations of 35 \$100+ million dollar accounts, prepared monthly reconciliations for executives and prepared cost analysis for revenue increasing policies. Additionally I supervised and trained accounting staff of 25, maintained strong vendor relations, and assisted in the implementation process of SAP conversion. The organization has an approximate diverse employee population of 1500 nationwide.

- Piloted the implementation of SAP conversion training for accounting department staff that resulted in a 33% reduction of processing time and increased account retention by 20% within the first six months of conversion

Paging Network of Los Angeles

Accounting Supervisor (1/93 to 8/97)

I supervised and trained accounting department staff 40, managed 55 regional accounts, reviewed and approved all fiscal transactions. I supervised the month end closing process and maintained strong vendor relations and increased customer retention by 28%. The organization has an approximate diverse employee population of 1500 regionally

- Reduced month end closing process of asset accounts management through organizing departmental functions and communicating accurate timeline data with corporate office which resulted in a 25% reduction of labor cost totaling \$14,900 monthly for the following six months

EDUCATION/ SPECIALIZED TRAINING/ COMPUTER SKILLS

- Bachelor of Science Degree: Business Management - Pepperdine University, Graziadio School of Business & Management
- Currently pursuing a Certified Public Accountant License
- Annual CFO Rising West conference attendee
- Annual Accounting, Auditing, Tax, Governance, and Human Resources trainings
- Windows Office Professional, Intuit QuickBooks Enterprise Solution Software & Lacerte Professional Tax Software, H&R Block Premium Business Tax Software, SAP Business Solutions, Fundware Accounting Software

Independent Consulting

- **Go Campaign** improves the lives of orphans and vulnerable children around the world by partnering with local heroes to deliver local solutions and is a 501(c) 3 non-profit organization
- **New Image Emergency Shelter** is committed to the fight to end homelessness in Los Angeles County and making a difference in our communities and in the lives of those we serve and is a 501(c) 3 non-profit organization
- **Filmmakers Alliance** is a community of film artists dedicated to the advancement of true independent film through community action and is a 501(c) 3 non-profit organization

CURRICULUM VITAE
SAKEN SHERKHANOV
3170 Sawtelle Blvd #206 Los Angeles, CA 90066
saken@chem.ucla.edu, +1(626)318-4463

Education

- University of California, Los Angeles, Los Angeles, CA, USA** 2008-Present
Ph. D. program in Chemistry/Biochemistry, GPA 3.78/4.0
Areas of Study: Protein Chemistry, Genetic Engineering, Physical Chemistry
- California Institute of Technology, Pasadena, CA, USA** 1999-2003
B.S. Degree with Honor in Biology; GPA 3.6/4.0.
Areas of Study: Biochemistry, Molecular Genetics, Processing of Genetic Information, Neurobiology
- Santa Monica College, Santa Monica, CA, USA** 1998-1999
Associate of Science; GPA 4.0/4.0 .
Areas of Study: Microbiology, Genetics
-

Research Training

- Graduate Student Researcher, Institute of Genomics/ Proteomics, UCLA 7/2009-Present
"Directed Evolution of Enzymes for Biodiesel Metabolic Production in Bacteria."
Supervised by Dr. James Bowie
- Graduate Student Researcher, Department of Chemistry/Biochemistry, UCLA 2/2009-6/2009
"Developing a Small Molecule Screen to Identify Inhibitors of Yme1 Protease."
Supervised by Dr. Carla Koehler
- Undergraduate Research Assistant, Division of Biology, Caltech 1/2003-6/2003
"Mechanism of Mitochondrial Fusion in HeLa Cells."
Supervised by Dr. Guisepppe Attardi
- Undergraduate Research Fellow, Department of Biochemistry and Biophysics,
University of California, San Francisco 6/2002-9/2002
"Defining Domains of Splicing Factor PRP8".
Supervised by Dr. Christine Guthrie of UCSF and Dr. John Abelson of Caltech
- Undergraduate Research Fellow, Divisions of Chemistry and Chemical
Engineering, Caltech 5/2001-2/2002
**"Characterization of TRF5 protein in DNA replication and sister chromatid
cohesion in *Saccharomyces cerevisiae*".**
Supervised by Dr. Judith Campbell.
- Undergraduate Research Assistant, Division of Biology, Caltech 2/2000-1/2001
"Development and Use of Affinity Chromatography Tags in Yeast."
Supervised by Dr. John Abelson of Caltech and Dr. Scott Stevens of UT Austin
- Undergraduate Research Assistant, Division of Biology, Caltech 9/1999-12/1999
"Sequence Analysis of *sodB* and *fdx* Genes in *M. magnetotacticum* by Inverse PCR"
Supervised by Dr. Elizabeth Bertani

CURRICULUM VITAE
SAKEN SHERKHANOV

Employment

Vice-President, Board of Directors, Magnolia Foundation, CA, USA 10/2008-Present
Science Department Chair, Magnolia Science Academy, Reseda, CA, USA 2003-2008

Fellowship and Awards

UCLA Graduate Fellowship, University of California, Los Angeles 2008-2009
“Certificate of Recognition” City of Los Angeles, CA 2005
Graduation with Honor, Class of 2003, Caltech 2003
Summer Undergraduate Research Fellowships, Caltech/ University of California, San Francisco 2000-2003
Richter Scholar, Caltech 2001
Caltech International Grant, Caltech 2000-2003
Undergraduate Teaching Assistantship, Caltech 2000-2001
Dean’s Honor List, Santa Monica College 1998-1999
Valedictorian, Turkestan Boys Lyceum, Kazakhstan, 1997
“Outstanding Overall Student Achievement Award” Ministry of Education, Kazakhstan, 1997
Gold Medal – 7th International Biology Olympiad, Ukraine 1996
Bronze Medal – 6th International Biology Olympiad, Thailand 1995
Silver Medal in Theoretical Part – 5th International Biology Olympiad, Bulgaria 1994

Teaching Experience

Teacher’s Assistant, Biochemical Methods II, University of California, Los Angeles 2008-2009
Managed general lab instruction, including writing quizzes, grading lab reports, demonstrating proper lab technique, and experimental setup for entire term.

Middle and High School Teacher, Magnolia Science Academy, Reseda, CA, USA 2003-2008
Taught Honors Physical Science and Advanced Placement Biology and Biochemistry classes, mentored high school students and assisted with undergraduate admission process, secured external funding for high school research and instructional improvements, organized outreach programs to help local community and involve high school students in community activism

Undergraduate Teaching Assistant, Methods and Techniques in Molecular Genetics , Caltech 2000-2001
Assisted the instruction of undergraduate and graduate students during sophomore and junior years, supervised lab work and explained the theoretical part of experiments performed in class, tested and maintained laboratory equipment and supplies

CURRICULUM VITAE
SAKEN SHERKHANOV

Publications

1. **Sherkhanov S.**, Korman T.P., Bowie J.U. "Engineering *de novo* pathway for biodiesel production in *Escherichia coli*" **2010**, Manuscript in Preparation.
2. Korman, T.P., **Sherkhanov S.**, Bowie, J.U. "Crystal Structure of the *Arabidopsis thaliana* farnesoic methyltransferase" *Proteins: Structure, Function, and Bioinformatics*, **2010**, Manuscript in Preparation.

Nationality

Citizen of Republic of Kazakhstan

References

- Dr. James Bowie**, University of California, Los Angeles, Boyer Hall 659, 607 Charles Young Dr. East, Los Angeles, CA 90095-1570
+1(310)206-4747 bowie@mbi.ucla.edu
- Dr. Carla Koehler**, University of California, Los Angeles, Box 951569, 607 Charles Young Dr. East, Los Angeles, CA 90095-1569
+1(310)794-4834 koehler@chem.ucla.edu
- Dr. Scott Stevens**, University of Texas at Austin, 1 University Sta. A4800, Austin, TX 78712
+1(512)232-9303 scott.stevens@mail.utexas.edu

ALI KORKMAZ

HOME: 6181 Albion Dr.
Huntington Beach, CA 92647
(562) 668-4121
akorkmaz@gmail.com

WORK: 1515 Hughes Way
Office of Research, Planning, and Evaluation
Long Beach, CA 90810
(562) 997-8278

I. EDUCATION

Fellow, Strategic Data Project Fellow, Center for Education Policy Research, Harvard University, 2013-2015

Ph.D., Instructional Systems Technology, Indiana University, Bloomington, IN, 2007.
Minor in Science Education

M.S., Science Education, Boğaziçi University, Istanbul, Turkey, 2000.

B.S., Teaching Mathematics, Boğaziçi University, Istanbul, Turkey, 1998.

II. EXPERIENCE: EDUCATIONAL RESEARCH

2013-present **Strategic Data Project Fellow**, Office of Research, Planning, Evaluation and School Improvement, Long Beach Unified School District, Long Beach, CA

2011-2013 **Senior Researcher**, Accord Institute for Education Research, Westminster, CA
Conducting research on school improvement, teacher quality, instructional practices, student academic engagement, and leadership practices. Developing projects and workshops to train teachers and leaders in data driven instruction, accountability, student and school growth measures.

2006-2011 **Research Scientist**, National Survey of Student Engagement, Center for Postsecondary Research, School of Education, Indiana University, Bloomington, IN
Conducted research and data analysis, responded to institutional user requests, designed customized data analysis for individual institutional users, prepared project reports and research papers, oversaw and prepared analytical, statistical, and peer comparison reports, contributing to efforts to assess the psychometric properties of survey instruments, merging outside data sources to enhance analysis, helped manage and secure national data sets, reported results from NSSE and other research in presentations, and wrote to institutional users and other groups, developed interactive statistical web tools to allow institutional users to conduct customized data analyses. Identified institutions that show patterns of improvement in student experiences.

2003-2006 **Research Analyst**, Graduate and Executive Education Center, School of Business, Indiana University, Bloomington, IN.
Participated in a project funded by Cisco Systems Inc., at about \$2 million for three years, with the objective of evaluating Cisco Networking Academies. (Worldwide, 10,000 academies enroll 400,000 students.) This longitudinal study tracked students through four courses and six months after graduation. Research focused on the personal development, educational achievement, and job success of Cisco and comparison group students.

Synthesized relevant research literature for various aspects of the study; designed and developed the evaluation model; prepared multiple surveys; conducted usability testing; analyzed survey data (both quantitative and qualitative); reported the results in status reports, white papers, technical reports, and academic papers.

- 2002 **Research Assistant**, Indiana University Molecular Structure Center
Indiana University, Bloomington, IN.
Participated in a multi-disciplinary project team working on Reciprocal Net (NSF funded at \$900,093) as an instructional designer. Worked on the design and development of the Common Molecules Collection located at: <http://reciprocalnet.org/common/index.html>
- Designed and developed a learning module for Symmetry and Point groups for *Inorganic Chemistry* students; conducted a study on student interaction with different elements of the module. The module is located at <http://reciprocalnet.org/edumodules/symmetry/>
- 1998-2000 **Research Assistant**, Department of Secondary School Science and Mathematics Education, Boğaziçi University, Istanbul, Turkey.
Participated in a research project (UYDOP) that piloted a sixth grade science curriculum in an urban middle school to develop scientific process skills of students.

III. GRANTS EXPERIENCE

- 2015-present **California Careers Pathways Trust:** The Advanced Manufacturing and Engineering Technology Linked Learning (AMETLL) Consortium
Working as the data manager for Long Beach Unified School district's AMETLL grant work.
- 2013-present **Bill and Melinda Gates Foundation:** Supporting Teacher Effectiveness Project (Long Beach Unified School District)
Working as the data fellow using advanced research methods and analysis of teacher and student performance data to influence strategic management and policy decisions in K-12 education; participating in implementing the Positive Deviance approach.
- 2009-2011 **Spencer Foundation:** Learning to Improve: A Study of Evidence-Based Improvement in Higher Education (Indiana University-Center for Postsecondary Research)
Worked as the lead research analyst in this project to do quantitative trend analyses to identify institutions that have shown patterns of improvement in student experience. Developed survey instruments and analyzed survey responses and institutional documents.
- 2003-2006 **Cisco Learning Institute:** Evaluation of Cisco Certified Networking Academies (Indiana University- Kelley School of Business)
Worked as a research analyst to design evaluation model, develop survey instruments to track student learning, development, and experience, teacher experiences, and practices. Analyzed longitudinal student data (experiences, test scores, outcomes), teacher practices, and program implementation. Used some of these data for dissertation.
- 2005 Summer **U.S. Department of State Bureau of Educational and Cultural Affairs:** Developing Azerbaijan Research Educational Network Association (AzRENA) E-learning Center (Indiana University - Center for Research on Learning and Technology)
Participated in this project as a consultant to develop skills and knowledge of e-learning center staff, develop processes and resources for the center, and support and guide the

center staff in networking and establishing community with other institutes in Azerbaijan.

- 2002 **National Science Foundation:** Reciprocal Net (Distributed crystallography network for researchers, students, and the general public) (Indiana University – Molecular Structure Center)
As an instructional designer, designed and developed educational modules in this multi-disciplinary and multi-institutional project.
- 1999 **Boğaziçi University Research Fund:** Developing and Evaluating Mathematics and Science Instructional Programs
Designed and developed small packages of instructional games for middle school mathematics and science. Analyzed one of these program's effect on student learning for master's thesis.

IV. PUBLICATIONS

Korkmaz, A., Buckley, J.A., & Kuh, G.D. (accepted). The disciplinary effects of undergraduate research experiences with faculty on selected student self-reported gains. *The Journal on Excellence in College Teaching*.

Cole, J.S., & Korkmaz, A. (2014). Estimating college student behavior: Do vague and enumerated estimation strategies yield similar results? *Journal of Applied Research in Higher Education*.

Cole, J.S., & Korkmaz, A. (2014). First-year students' psychological well-being and need for cognition: Are they important predictors of academic engagement? *Journal of College Student Development*.

Cole, J.S., & Korkmaz, A. (2010). Using longitudinal data to improve the experiences and engagement of first-year students. In T. Seifert (Ed.), *Longitudinal Assessment for Institutional Improvement. New directions for institutional research*. San Francisco: Jossey-Bass.

Chen, P. D., Gonyea, R. M., Sarraf, S. A., BrckaLorenz, A., Korkmaz, A., Lambert, A. D., Shoup, R., & Williams, J. M. (2009). Analyzing and interpreting NSSE data. In G. D. Kuh & R. M. Gonyea (Eds.), *Using NSSE in institutional research. New directions for institutional research*. San Francisco: Jossey-Bass.

Dennis, A. R., Cakir, H., Korkmaz, A., Duffy, T., Bichelmeyer, B. A., & Bunnage, J. C. (2006). Student Achievement in the Cisco Networking Academy: Performance in the CCNA1 course. Proceedings of the 39th Annual Hawaii International Conference on System Sciences, pp. 5b (1-11).

Dennis, A. R., Bichelmeyer, B. A., Henry, D., Cakir, H., Korkmaz, A., Watson, C., & Bunnage, J. C. (2005). The Cisco Networking Academy: A model for the study of student success in a blended learning environment. In Bonk, C. J. & Graham, C. R. (Eds.). *Handbook of blended learning environments: Global Perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.

Harwood, W. S. & Korkmaz, A. (2005). An online tutorial for learning symmetry and point

groups. *Journal of Chemical Education: Webware*. Available at <http://www.jce.divched.org/JCEDLib/WebWare/collection/open/JCE2005WWOR001/index.html>

Korkmaz, A. & Harwood, W. S. (2004). Web-supported chemistry education: Design of an online tutorial for learning molecular symmetry. *Journal of Science Education & Technology* 13(2), pp. 243-254.

Korkmaz, A. & Subramony, D. P. (2004). Planning a knowledge management and performance support system for instructors in the context of an undergraduate technology integration course. *Proceedings of SITE 2004 Conference*, pp. 4154-4160.

Korkmaz, A. & Subramony, D. P. (2004). Change in technology integration model: Does the current model work for pre-service teachers? *Proceedings of SITE 2004 Conference*, pp. 4147-4153.

Sandvoss, L. M., Harwood, W. S., Korkmaz, A., Bollinger, J. C., & Huffman, J. C. (2003). Common molecules: Bringing research and teaching together through an online collection, *Journal of Science Education & Technology* 12(3), pp. 277-284.

Korkmaz, A., Bal, V., Ardaç, D., Çoban, B., Tercanli, L. & Akpınar, Y. (2001). Koordinat sisteminin çoklu ortamda öğretimi. *Proceedings of Bilisim Teknolojileri Isiginda Egitim Ulusal Konferansi* (pp. 39-40), 3-5 May 2001 ODTÜ, Ankara, Turkey.

V. PROFESSIONAL REPORTS

School Learning Environment Report (2012). Westminster, CA: Accord Institute for Education Research.

“*I Love My School*” Student Survey Results (2012). Westminster, CA: Accord Institute for Education Research.

2010 Annual Results: Major Differences: Examining Student Engagement by Field of Study (2009). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

2010 Annual Survey Results: Student Engagement in Law School: In Class and Beyond (2010). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

2009 Annual Results: Assessment for Improvement: Tracking Student Engagement Over Time (2009). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

The LSSSE 2009 annual report: Student Engagement in Law Schools: Enhancing Student Learning. (2009). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

2008 Results: Promoting engagement for all students: The imperative to look

within. (2008). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

The LSSE 2008 annual report: Student engagement in Law school: Preparing 21st century lawyers. (2008). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

The LSSE 2007 annual report: Student engagement in law school: Knowing our students. (2007). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

The NSSE 2007 annual report: Experience that matter: Enhancing student learning and success. (2007). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

The LSSE 2006 annual report: Engaging legal education: Moving beyond the status quo. (2006). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

The NSSE 2006 annual report: Engaged learning: Fostering success for all students.(2006). Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

The NSSE 2006 institutional reports: The College Student Report. Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

Duffy, T., Dennis, A., Bichelmeyer, B., Bunnage, J., Cakir, H., Oncu, S., Korkmaz, A., & Hilmer, K.M. (2006). Success of the CCNA Program: Personal growth employment, and education outcomes. WP 06-04, Bloomington, IN.

Dennis, A. R., Hilmer, K. M., Oncu, S., Duffy, T., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., Korkmaz, A. & Delialioglu, O., (2006) Characteristics of students in the Cisco Networking Academy: International analysis. WP 06-02.1, Bloomington, IN.

Korkmaz, A., Bunnage, J. C., Duffy, T., Hilmer, K.M., Dennis, A. R., Bichelmeyer, B. A., Oncu, S., Cakir, H., & Delialioglu, O. (2006). CCNA3 Student experiences and best practices report. TR 06-04, Bloomington, IN.

Bichelmeyer, B. A., Cakir, H., Oncu, S., Delialioglu, O., Dennis, A. R., Duffy, T., Bunnage, J. C., Hilmer, K.M. & Korkmaz, A. (2006). Instructors' experiences in the Cisco Networking Academy: International analysis. WP 06-03, Bloomington, IN.

Dennis, A. R., Hilmer, K.M., Oncu, S., Duffy, T., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., Korkmaz, A. & Delialioglu, O. (2006). Characteristics of students in the Cisco Networking Academy: International analysis. WP 06-02, Bloomington, IN.

Duffy, T., Korkmaz, A., Dennis, A. R., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., Oncu, S., Delialioglu, O., Hilmer, K.M. & Norton, E. (2006). CCNA2 student experiences and best Practices report. TR 06-03, Bloomington, IN.

Bichelmeyer, B. A., Cakir, H., Dennis, A. R., Duffy, T., Bunnage, J. C., Korkmaz, A., Oncu, S. & Hilmer, K.M. (2006). Instructor perceptions and practices in the Cisco Networking Academy. TR 06-02, Bloomington, IN.

Bichelmeyer, B. A., Cakir, H., Dennis, A. R., Duffy, T., Bunnage, J. C., Kou, X., Korkmaz, A., & Oncu, S. (2006). Instructors' experiences in Cisco Networking Academy: Impact of the curriculum on teaching. WP 06-01, Bloomington, IN.

Dennis, A. R., Duffy, T., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., Korkmaz, A. , & Oncu, S. (2006). Cisco Networking Academy Program Evaluation. Project Status Report - III for Cisco Learning Institute, Bloomington, IN.

Duffy, T., Korkmaz, A., Dennis, A. R., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., & Oncu, S. (2005). Engagement in learning and student Success: Findings from the Cisco Networking Academy CCNA2 course. WP 05-05, Bloomington, IN.

Bichelmeyer, B. A., Cakir, H., Dennis, A. R., Duffy, T., Bunnage, J. C., Kou, X., Korkmaz, A., & Oncu, S. (2005). Instructors in Cisco Networking Academy characteristics, values, and teaching. WP 05-04, Bloomington, IN.

Duffy, T., Korkmaz, A., Dennis, A. R., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., & Oncu, S. (2005). Student engagement in learning: Findings from the Cisco Networking Academy CCNA2 course. WP 05-03, Bloomington, IN.

Dennis, A. R., Oncu, S., Korkmaz, A., Duffy, T., Bichelmeyer, B. A., Bunnage, J. C., & Cakir, H. (2005). Student success in the Cisco Networking Academy: Student attributes, abilities and aspirations. WP 05-02, Bloomington, IN.

Dennis, A. R., Duffy, T., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., Korkmaz, A., & Oncu, S. (2005). Student success in the Cisco Networking Academy: Performance in the CCNA1 course. WP 05-01, Bloomington, IN.

Dennis, A. R., Duffy, T., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., & Korkmaz, A. (2005). Cisco Networking Academy Program Evaluation. Project Status Report - II for Cisco Learning Institute, Bloomington, IN.

Dennis, A. R., Duffy, T., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., & Korkmaz, A. (2004). Cisco Networking Academy Program Evaluation. Project Status Report for Cisco Learning Institute, Bloomington, IN.

Korkmaz, A., Subramony, D. P., & Sung, L. (2003). Knowledge management for W200 Instructors. Internal report for Indiana University School of Education, Bloomington, IN.

Barclay, M., Cakir, H., Korkmaz, A., & Lindsay, N. (2002). HITS: Needs analysis. Internal report for Bloomington Hospital, Bloomington, IN.

VI. CONFERENCE PRESENTATIONS

* refereed

*Korkmaz, A., Uludag, A., & Gochyyev, P. (2013) The estimated effect of charter schooling on educational outcomes. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 29-May 1,

2013.

*Uludag, A., Korkmaz, A., Korkmaz, N., & Daly, A. J. (2013) Charter management organization (CMO) and charter school relations: An exploration of the social networks. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 29-May 1, 2013.

*Uludag, A., Korkmaz, A., & Korkmaz, N. (2013) How teachers utilize data: Organizational and political context and conditions. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 29-May 1, 2013.

Korkmaz, A., Uludag, A., & Korkmaz, N. (2012) Cross-age mentoring in Math: Design, implementation, and outcomes. Presented at the annual California Education Research Association Conference, Monterrey, CA, November 29, 2012.

Korkmaz, A., Uludag, A., & Korkmaz, N. (2012) Ambitious instructional practices in Mathematics: Do they matter in outcomes?. Presented at the annual California Education Research Association Conference, Monterrey, CA, November 29, 2012.

Uludag, A., & Korkmaz, A. (2012) Middle schools responding to accountability pressures through RTI. Presented at the annual California Education Research Association Conference, Monterrey, CA, November 29, 2012.

Uludag, A., & Korkmaz, A. (2012) How teachers use data: Organizational and political conditions at schools. Presented at the annual California Education Research Association Conference, Monterrey, CA, November 29, 2012.

Uludag, A., & Korkmaz, A. (2012) Blended learning model: Case study of Khan academy to personalize math instruction. Presented at the annual California Education Research Association Conference, Monterrey, CA, November 29, 2012.

*Korkmaz, A., & Uludag, A. (2012) Data visualization for data-driven instruction in K-12. Demonstration session presented at Evaluation 2012: Evaluation in Complex Ecologies, the annual conference of the American Evaluation Association, Minneapolis, MN, October 27, 2012.

*Cole, J.S., & Korkmaz, A. (2012). Estimation of expected academic engagement behaviors: The use of vague quantifiers versus tallied responses. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada, April 17, 2012.

*Cole, J.S., & Korkmaz, A. (2011). First-year persistence in STEM. Paper presented at the AAC&U Engaged STEM Learning: From Promising to Pervasive Practices, Miami, FL, March 25, 2011.

- *McCormick, A., Kinzie, J., & Korkmaz, A. (2011). Understanding evidence-based improvement in higher education: The case of student engagement. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 8-11 2011.
- *Korkmaz, A., Cole, J.S., & Buckley, J.A. (2011). Undergraduate research experience: Intention and doing for STEM majors. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 8-11 2011.
- *Cole, J.S., & Korkmaz, A. (2011). Estimating behavior frequencies: Do vague and enumerated estimation strategies yield similar results? Paper presented at the AIR Annual Forum, Toronto, May 23-25 2011.
- * Gonyea, R.M., Miller, A.L., BrckaLorenz, A., & Korkmaz, A. (2010). Building a psychometric portfolio: Evidence for reliability, validity, and minimizing bias in survey data collection. Paper presented at the AIR Annual Forum, Chicago, IL, May 2010.
- * Korkmaz, A., Cole, J.S., & Buckley, J.A. (2010). The effects of undergraduate research experience for STEM majors: A longitudinal study. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO, April 2010.
- * Cole, J.S., & Korkmaz, A. (2010). First-year students' psychological well-being and need for cognition: Are they important predictors of academic engagement? Paper presented at the annual meeting of the American Educational Research Association, Denver, CO, April 2010.
- * Gonyea, R.M., Miller, A.L., BrckaLorenz, A., & Korkmaz, A. (2010). Building a psychometric portfolio: Evidence for reliability, validity, and minimizing bias in survey data collection. Paper presented at the Indiana Association for Institutional Research, Indianapolis, IN, March 2010.
- *Kinzie, J.L., McCormick, A.C., Korkmaz, A., & Buckley, J.A. (2009). Measuring change: Using multi-year analysis of NSSE results to assess educational improvement. Presented at the 49th Annual Forum of the Association for Institutional Research, Atlanta, GA, June 3, 2009.
- * Shoup, T.R., Moore, J.V., & Korkmaz, A. (2009). World class macros: Practical applications of Microsoft Excel macros for an Institutional Research Office. Presented at the 49th Annual Forum of the Association for Institutional Research, Atlanta, GA, May 30, 2009.
- *Korkmaz, A., Nelson Laird, T.F., & Chen, P.D. (2009). How Often is "Often" Revisited: The Meaning and Linearity of Vague Quantifiers Used on the National Survey of Student Engagement. Presented at the American Educational Research

Association Annual 2009 Conference, San Diego, April 15, 2009.

* Buckley, J.A., Korkmaz, A., & Kuh, G.D. (2009). Student-faculty research: Priming the pump for additional student-faculty contact. Presented at the American Educational Research Association Annual 2009 Conference, San Diego, April 14, 2009.

* Buckley, J.A., Korkmaz, A., & Kuh, G.D. (2008). Major field effects of undergraduate research experiences with faculty on selected student self-reported gains. Presented at the Annual Meeting of the Association for the Study of Higher Education, Jacksonville, FL, November 8, 2008.

* Korkmaz, A. & Gonyea, R.M., (2008). National Survey of Student Engagement: Analysis of student-level response rates based on precollege engagement. Presented at the 48th Annual Forum of the Association for Institutional Research, Seattle, WA, May 25, 2008.

*Korkmaz, A., Moore, J.V., & Shoup, T.R. (2008). Adapting and EXCELing: Automating report production with Microsoft Excel macros. Presented at the 48th Annual Forum of the Association for Institutional Research, Seattle, WA, May 24, 2008.

*Kinzie, J., Gonyea, R.M., Kuh, G.D., Umbach, P., Blaich, C., & Korkmaz, A. (2007). The Relationship between gender and student engagement in college. Presented at the 32nd Association for the Study of Higher Education Annual Conference, Louisville, KY, November 9, 2007.

*Chen, P.D., Gonyea, R.M., Korkmaz, A., & Sarraf, S. (2007). Analysis of multiple years of NSSE data: Tips and strategies. Presented at the 47th Annual Forum of the Association for Institutional Research, Kansas City, MO, June 3, 2007.

*Duffy, T., Dennis, A. R., Oncu, S., Cakir, H., Bichelmeyer, B. A., Bunnage, J. C. & Korkmaz, A. (2007). Success in the CCNA program: Impact of a standards-based curriculum on growth, employment, and education. Presented at the American Educational Research Association Annual 2007 Conference, Chicago, April 10, 2007.

*Chen, P.D., Gonyea, R.M., Korkmaz, A., & Sarraf, S. (2007). Analysis of multiple years of NSSE data: Tips and strategies. Presented at the 21st Annual Conference of the Indiana Association for Institutional Research, French Lick, IN, March 8, 2007.

*Delialioglu, O., Oncu, S., Cakir, H., & Korkmaz, A., (2006, October). Comparison of students' success in an international technology certificate program for different regions of the world: Does Internet change the world? Presented at the 29th International Convention of the Association for Educational Communications and Technology, Dallas, TX, October 11-14, 2006.

*Korkmaz, A., Duffy, T., Dennis, A. R., Cakir, H., Bunnage, J. C., & Bichelmeyer, B. A. (2006). Is student engagement important to student success? Lessons from the Cisco Networking Academy. Presented at the American Educational Research Association Annual 2006 Conference, San Francisco, CA, April 8, 2006.

*Bichelmeyer, B. A., Dennis, A. R., Cakir, H., Duffy, T., Korkmaz, A., & Bunnage, J. C. (2006). Student achievement in a blended-learning environment: Lessons from the Cisco

Networking Academy. Presented at the American Educational Research Association Annual 2006 Conference, San Francisco, CA, April 10, 2006.

*Dennis, A. R., Cakir, H., Korkmaz, A., Duffy, T., Bichelmeyer, B. A., & Bunnage, J. C. (2006). Student achievement in the Cisco Networking Academy: Performance in the CCNA1 course. Presented at the Hawaii International Conference on System Sciences, Kauai, HI, January 4-7, 2006.

Cakir, H., Korkmaz, A., & Bunnage, J. C. (2005). Assessment and evaluation of the Cisco Networking Academy Program. Presented at the Cisco Certified Annual Retreat (CCAR), Muncie, IN, April 22, 2005.

Dennis, A. R., Duffy, T., Bichelmeyer, B. A., Bunnage, J. C., Cakir, H., & Korkmaz, A. (2005). Assessment of the Cisco Networking Academy Program. Presented at the 2005 Cisco Networking Academy CATC Mid-Year Meeting, Research Triangle Park, NC, February 24, 2005.

*Korkmaz, A. & Harwood, W. S. (2004). An on-line tutorial for learning molecular symmetry. Presented at the 18th Biennial Conference on Chemical Education, Ames, IA, July 20, 2004.

*Korkmaz, A. (2004). Review of individual characteristics in relation to success in distance education. Presented at the 4th IST Conference, Bloomington, IN, April 2, 2004.

*Korkmaz, A. & Subramony, D. P. (2004). Planning a knowledge management and performance support system for instructors in the context of an undergraduate technology integration course. Presented at the SITE 2004 Conference, Atlanta, GA, March 6, 2004.

*Korkmaz, A. & Subramony, D. P., (2004). Change in technology integration model: Does the current model work for pre-service teachers? Presented at the SITE 2004 Conference, Atlanta, GA, March 6, 2004.

*Sung, L. and Korkmaz, A. (2003). W200 teaching pedagogy: Present and future. Presented at the 3rd IST Conference, Bloomington, IN, April 4, 2003.

*Frick, T., Joseph, R., Korkmaz, A., Oh, J.-E., & Twal, R. (2001). Relate@IU >>>Share@IU: A new and different computer-based communications paradigm. Presented at the AECT National Conference, Atlanta, GA, November 9, 2001.

*Korkmaz, A., Bal, V., Ardaç, D., Çoban, B., Tercanlı, L., & Akpınar, Y. (2001). Koordinat sisteminin çoklu ortamda öğretimi. Bilisim Teknolojileri Isiginda Egitim Ulusal Konferansi, 3-5 May 2001 ODTÜ, Ankara, Turkey.

VII. EXPERIENCE: TEACHING AND EDUCATION

2001-2003 **Associate Instructor**, School of Education, Indiana University, Bloomington, IN.
W200: Using Computers in Education: This is the first course for pre-service teachers to learn how to integrate technology into classroom activities. Designed and implemented an integrated authentic curriculum including goal scenarios. Developed and maintained a Web site with class outlines, assignment descriptions, grading rubrics, and student samples in an online course management system. Supervised student

interns.

2001 **Teaching Assistant**, School of Education, Indiana University, Bloomington, IN.
Fall *R547: Computer-Mediated Learning*: Goals of this course are: 1) To understand and apply design processes, 2) to create a small informational Web site, and 3) to design and develop components of an instructional Web site to support instruction and learning.

1998- **Teaching Assistant**, Department of Secondary School Science and Mathematics Education,
2000 Boğaziçi University, Istanbul, Turkey.

Computer Applications in Science Education (4 semesters): This course for Mathematics, Physics, and Chemistry pre-service teachers integrates computer applications into their teaching. Prepared materials for lab sessions; graded student projects; and assisted in lab sessions.

Educational Statistics (4 semesters): This is a course for Guidance & Counseling and Mathematics students. Prepared lab materials for using MS Excel and SPSS with statistical applications; conducted workshops using these technical tools. Guided student projects.

Mathematics and Science Education Field Experience (2 semesters): Observed and mentored pre-service Mathematics, Physics, and Chemistry teachers in their student teaching.

VIII. EXPERIENCE: CREATIVE AND PROFESSIONAL WORK

Summer **Consultant**, Azerbaijan Research Educational Network Association (AzRENA), Baku,
2005 Azerbaijan.
Participated in a U.S. State Department grant project to support the development of an E-Learning Center in Azerbaijan. Participated in discussions with universities related to the development of Distance Education opportunities, strategies, and concerns. Helped in developing processes and resources necessary to support university faculty in distance education.

Spring **Consultant**, Undergraduate Instructional Technology Program, Indiana University,
2003 Bloomington, IN.
Conducted a needs analysis of an undergraduate technology integration course, including frame factors, critical success factors, and SWOT (strengths, weaknesses, opportunities, and threats) analysis. Recommended a knowledge management and performance support system plan.

Fall **Consultant**, Educational Services, Bloomington Hospital, Bloomington, IN.
2002 Conducted a needs analysis of the incident reporting system of the hospital, including frame factors, critical success factors, and force field analysis. Recommended needs-based specifications with value-based propositions and impact analysis.

Summer **Graphic Design Intern**, Agency for Instructional Technology (AIT), Bloomington, IN.
2001 Participated in a graphic design team that worked in the development of Art Curriculum for K12.com. Designed and created graphical (picture, illustrated image) and interactive elements (Flash) for instructional lessons for grades K-2.

- 2000-
2001 **Graduate Assistant**, Instructional Systems Technology, School of Education,
Indiana University, Bloomington, IN.
Updated the department Web site; administered online department forums; consulted with
faculty and students regarding the department Web site and online forums.

IX. PROFESSIONAL WORKSHOPS

Korkmaz, A., & Uludag, A. (2012). Got State and MAP Results: Now what? Data training workshops at professional development days of schools. At multiple sites Denver-CO, Las Vegas-NV, Los Angeles-CA, Reno-NV, Salt Lake City-UT, San Diego-CA, Santa Clara-CA, Phoenix-AZ, and Tucson-AZ.

Shoup, T.R., Moore, J.V., & Korkmaz, A. (2009). World class macros: Practical applications of Microsoft Excel macros for an Institutional Research Office. Presented at the 49th Annual Forum of the Association for Institutional Research, Atlanta, GA, May 30, 2009.

Korkmaz, A., & Shoup, T.R. (2008). Adapting and EXCELing: Automating report production with Microsoft Excel macros. Presented at the 28th Annual Mid-America Association for Institutional Research Conference, Kansas City, MO, November 12, 2008.

Chen, P.D., Gonyea, R.M., Korkmaz, A., & Sarraf, S. (2007). Analysis of multiple years of NSSE data: Tips and strategies. 47th Annual Forum of the Association for Institutional Research, Kansas City, MO.

Chen, P.D., Gonyea, R.M., Korkmaz, A., & Sarraf, S. (2007). Analysis of multiple years of NSSE data: Tips and strategies. The 21st Annual Conference of the Indiana Association for Institutional Research, French Lick, IN.

Appelman, R. & Korkmaz, A. (2005). Distance Education Consulting Skills, Baku State Economic University, Baku, Azerbaijan.

Duffy, T. A., Appelman, R., & Korkmaz, A. (2005). How to start your first online course, Baku State Economic University, Baku, Azerbaijan.

Korkmaz, A. (2005). SPSS Tips for Quantitative IST Research Design, For R690- Application of Research Methods to IST Issues, Indiana University, Bloomington, IN.

Korkmaz, A. (2004). Quantitative Data Analysis Software Packages, For R690- Application of Research Methods to IST Issues, Indiana University, Bloomington, IN.

Korkmaz, A., Keller, J. B., & Cakir, H. (2002). Advanced PowerPoint Techniques and Tips for Instructional Technologists, For R541- Multimedia Development Students in Instructional Systems Technology, Indiana University, Bloomington, IN.

Akaygun S., Gokkaya, B., Karaman T, Korkmaz, A., Sezer, A. H., & Soydan, S. (1999). Applications in Brain Research in Education, Robert College, Istanbul, Turkey.

X. AWARDS AND SPECIAL RECOGNITIONS

- 2006 Recognized by the Council for Advancing Student Leadership

(CASL) for the contributions added to the Indiana University campus through the leadership positions I have held so far.

- 2004 Indiana University Won-Joon Yoon Scholarship Recipient (\$1,500)
The Won-Joon Yoon Scholarship provides financial support to (2-5) IU students who exemplify tolerance and understanding across racial and religious lines. Co-recipient of the highest award.
- 2004 Instructional Systems Technology Beechler Academic Fellowship (\$400)
This award is given to graduate students who are presenting their work at a conference to support their growth as a scholar and educational researcher.
- 2003 – 2006 Indiana University Kelley School of Business, Bloomington, IN
Graduate assistantship to cover out-of-state tuition, health, and living expenses for three years (Spring 2003 – Spring 2006)
- 2003 Faculties of the Year Awards, Panhellenic Association of Indiana University
Each chapter of the Panhellenic Association of Indiana University elects faculty of that year. Nineteen faculties are selected each year.
- 2001 Outstanding team project in R561 Evaluation and Change core course.
- 2000 – 2002 Indiana University School of Education, Bloomington, IN
Graduate assistantship to cover out-of-state tuition, health, and living expenses for three years (Fall 2000 – Fall 2002)
- 1999 Boğaziçi University Research Fund (\$2,500)
Awarded to Dr. Dilek Ardac, Ali Korkmaz, and Nergiz Koyuncu-Nazlicicek for development and evaluation of instructional software designed by authoring tools Toolbook 7.0 and Macromedia Flash 4.0 on specific mathematics and science topics.
- 1995-1997 Turk Petrol Vakfi (Turkish Oil Foundation) Higher Education Scholarship
This scholarship is awarded to outstanding Bachelor of Science students to cover their higher education expenses.

XI. SERVICES

Public Opinion Quarterly – Article Reviewer (2011-)
Educational Sciences: Theory & Practice - Article Reviewer (2012-)
AERA Conference Proposal Reviewer (2002- present)
AECT Conference Proposal Reviewer (2002-2003)
ASHE Conference Proposal Reviewer (2008- 2012)
IST Conference Proposal Reviewer (2003-2004)
SITE Conference Proposal Reviewer (2004)
Mentoring and consulting incoming Turkish graduate students and visiting Turkish scholar (2003-present)
Mentor for Instructional Systems Technology distance education students (2001-2002)
Voluntary math and science teacher in Marmara (after two major earthquakes hit the region) as part of the HOPE 2000 project organized by Bogazici University and funded by Proctor & Gamble.

XII. PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
Association for Institutional Research (AIR)
Indiana Association for Institutional Research (INAIR)
American Evaluation Association (AEA)
California Educational Research Association (CERA)
Association for Educational Communications and Technology (AECT)
National Council of Teaching Mathematics (NCTM)

Remzi Öten

Education

- 1995-1999** **University of California, Irvine, CA**
Ph.D., Electrical and Computer Engineering
Thesis: **Adaptive Nonlinear Signal and Image Processing Techniques based on Order Statistics**
Advisor: Professor Rui J.P. de Figueiredo
- 1993-1994** **University of California, Irvine, CA**
M.S., Electrical and Computer Engineering
- 1988-1992** **Bilkent University, Ankara, Turkey**
B.S., Electrical and Electronics Engineering

Experience

- 2012 - now** Targus, Inc., Anaheim, CA
President and General Manager, SENA
Senior Vice President, Targus
- Setting the direction for the company and leading the team and overseeing the day-to day operations and communicating to the board and CEO of the company.
- 2008 - 2012** Sena Cases, Irvine, CA
President and CEO
- Setting the direction for the company and leading the team and overseeing the day-to day operations
- 2009 - now** California Turkish American Chamber of Commerce
President and Chairman of the Board
- Leading the board meetings of the non-profit organization and overseeing the operations of the staff
Setting up goals and overseeing operations, execution, and budget
- 2005 - 2008** Newport Imaging Systems
Senior Researcher
RESEARCH and TECHNOLOGY DEVELOPMENT for CMOS IMAGERS
- Leading a team of researchers to develop novel algorithms for CMOS imagers
Presenting the new technology to investors to obtain new funding

2004 - 2005 IC Media, Inc., Santa Clara, CA
Video and Image Processing Technology Development Engineer

RESEARCH and TECHNOLOGY DEVELOPMENT for MULTIMEDIA APPLICATIONS for CMOS IMAGERS

Analysis of IC Media CMOS Sensors and Technology Development for Image / Video quality improvement purposes

Complete Camera Imaging Pipeline Research and Development including Auto White Balance, Auto Exposure, Demosaicing, Post-Processing, Gamma Correction, etc...

Analysis of Camera systems in low lux condition and development of noise suppression algorithms

Development of Adaptive video and imaging pipeline based on the illumination type and levels

Frequent lectures on the new findings

2003-2004 Kofax Imaging., Irvine, CA

Imaging Consultant

ALGORITHM DEVELOPMENT for DOCUMENT IMAGING APPLICATIONS

Research and Development of algorithms to analyze, segment, process, and classify the scanned document images

1999-2003 Conexant Systems, Inc. (Pictos), Newport Beach, CA

Systems R&D Engineer

RESEARCH and ALGORITHM/SOFTWARE DEVELOPMENT for EMBEDDED MULTIMEDIA APPLICATIONS

Research and development of optimized MPEG Audio and Video algorithms for Raptor III (*Pictos multimedia SIMD parallel processor*) for embedded phone and camera applications. Focus on Layer 1 and 2 as well as MP3.

Algorithm / Software(DSP/ firmware) development and system design for Digital CCD/CMOS Camera systems

Conexant's multimedia SIMD parallel processor (Raptor II) is the main back-end processor with ARC microcontroller

Standard image/movie formats: JPEG, MPEG, Quicktime

Statistical noise characterization and filter design

Image quality improvement (Interpolation, color, auto-exposure, etc.)

Other DSC functions -tool development (i.e. Digital Print Order Format)

Color Multi-Function Peripheral (Fax-Copier-Scanner-Printer) systems and algorithm development

Conexant's DSP (Countach) is the main processor with ARM-7 microcontroller

Monochrome photo/text segmentation

JBIG Monochrome text Compression

Statistical noise characterization and filter design

1997-1998 Neural Computing Systems, Irvine, CA

Research Specialist

Developed and implemented linear and non-linear digital filters that reduce noise in SAR images.

Designed and implemented an Optimal-Interpolated Neural Network that is trained by a Genetic Algorithm.

Participated in preparation of technical proposals.

1994-1999 University of California, Irvine, CA

Graduate Researcher

Devised video processing algorithms for Multiple Object Tracking and Alpha-Map generation in MPEG-4.

Invented the Sampled Function Weighted Order (SFWO) Filters, analyzed and tested on various image restoration applications. Its theory is based on Asymptotic Statistics, Robust Statistics, and Approximation Theory.

Invented a design method to derive the optimal coefficients of L-filters by an analytic approximation method for the first time. This significant method allows these filters to be employed in real-time for adaptive image processing applications.

Developed Color Image Processing algorithms consisting of Morphological Operations and color segmentation based on Hue-Saturation-Value components to analyze the post-mortem brain tissues in Alzheimer Disease.

Introduced a feature extraction method for high dimensional data. This method employs Minimum Spanning Trees to find the geometrical structure of the data and hierarchically maps it to lower dimensional space by Genetic Algorithms.

**Honors,
Achievements,
and Affiliations**

Received '**Guillemin-Cauer Best Paper Award**' by IEEE Circuits and Systems Society for the journal paper that introduces new SFWO filters (2003).

Signal Processing **Session Chair** and Member of the Technical Program Committee at IEEE International Conference on Circuits and Systems for Communications, St. Petersburg, Russia, June 26-28, 2002

Employed under **Outstanding Researcher** category (2000-2002)

University of California, Regents Fellowship (1998)

Student Fellowship awarded by IEEE Neural Networks Council (1998)

Ranked first in area specific Ph.D. preliminary examination at UCI (1997)

Full scholarship (tuition + stipend) from Bilkent University (1988-1992)

Scored in the top 0.008% (out of 1 million) in the nationwide university entrance exam (1988)

Listed in '**International Who's Who of Information Technology**' (1999)

Patents

Developed more than 150 novel algorithms that exist in successful commercial products and obtained 19 patents

Publications

Journal Papers:

Remzi Oten and Rui J.P. de Figueiredo, "**An Efficient Method for L-filter Design**", IEEE Transactions on Signal Processing, vol.51, no.1, Jan 2003, p.193 -203.

Remzi Oten and Rui J.P. de Figueiredo, "**Sampled Function Weighted Order Filters**", IEEE Transactions on Circuits and Systems: Part II: Analog and Digital Signal Processing, vol.49, no.1, January 2002, p.1-10.

Remzi Oten and Rui J.P. de Figueiredo, "**Adaptive Alpha- Trimmed Mean Filters Under Deviations From Assumed Noise Model**", IEEE Transactions on Signal Processing, vol.13, no.5, May 2004, p.627-639.

Rui J.P. de Figueiredo, Remzi Oten, Joseph Sue, and Carl W. Cotman, "**Cerebrovascular Pathology in Alzheimer's Disease**", Annals of The New York Academy of Sciences, 1996, vol.826, p.463-471.

Remzi Oten and Rui J.P. de Figueiredo, "**A Nonlinear Feature Extraction Method based on Minimum Spanning Trees**", to be submitted to IEEE Transactions on Circuits and Systems: Part II: Analog and Digital Signal Processing.

Conference Papers:

Remzi Oten and Rui J.P. de Figueiredo, "**A New Design Method for L-Filters (invited paper)**", IEEE-EURASIP Workshop on Nonlinear Signal and Image Processing, June 20-23, 1999, Antalya, Turkey

Remzi Oten and Rui J.P. de Figueiredo, "**Adaptive Order Filters based on Asymptotic Variance Minimization**", IEEE International Symposium on Circuits and Systems, Orlando, Florida, USA, May 30-June 2, 1999

Remzi Oten and Rui J.P. de Figueiredo, "**Adaptive SFWO Filter Design**", Proceedings of the IEEE International Conference on Image Processing, Chicago, Illinois, USA, Oct. 4-7, 1998.

Remzi Oten and Rui J.P. de Figueiredo, "**Topological Dimensionality Determination and Dimensionality Reduction Based on Minimum Spanning Trees**", Proceedings of 1998 IEEE International Symposium on Circuits and Systems, Monterey, California, USA, May 31-June 3, 1998.

Remzi Oten and Rui J.P. de Figueiredo, "**A New Structure-Preserving Dimensionality Reduction Approach and OI-Net Implementation (Awarded: Student Fellowship)**", Proceedings of the IEEE International Joint Conference on Neural Networks, Anchorage, Alaska, May 4-9, 1998.

Yucel Altunbasak, Remzi Oten and Rui J.P. de Figueiredo, "**Simultaneous object segmentation, multiple object tracking and alpha map generation**", Proceedings of IEEE International Conference on Image Processing, Santa Barbara, CA, 26-29 Oct. 1997, vol.1, p.69-72.

Remzi Oten and Rui J.P. de Figueiredo, "**A Robust Adaptive Scaled Function Weighted Order (SFWO) Filter for Nonlinear Image Restoration**", Proceedings of IEEE International Conference on Image Processing, Washington, DC, 1995.

Remzi Oten and Rui J.P. de Figueiredo, "**A New Robust Adaptive Order Filter for Nonlinear Image Processing (invited paper)**", IEEE International Conference on Signal Processing, Limassol, Cyprus, 1995

Mustafa N. Kaynak

Mobile Phone: (858) 205-4964
E-mail: mnkaynak@gmail.com

10180 Wateridge Circle Unit 145
San Diego, CA 92121

SUMMARY

- 5 years of system design experience for the development of several key digital blocks of general communication systems including error correction code (ECC) design, channel modeling, creating behavioral models, performance/complexity trade-offs, interfacing with RTL design and verification teams.
- Strong understanding of the fundamentals of communication theory, signal processing and data storage.
- Extensive experience on error correction coding including turbo and bit/symbol based low-density parity check (LDPC), Reed-Solomon/BCH codes, turbo equalization and encoding & iterative decoding/detection algorithms for magnetic recording and wireless communication systems.
- System design experience on noise predictive, soft-input soft-output, and reduced complexity channel detection for recording channels
- Hands-on experience on signal processing for communication channels and multiple antenna (MIMO) systems including equalization, FIR/IIR filter design and optimization.
- Extensive knowledge in Matlab/MEX, C/C++ programming languages and CVS & LSF for system modeling.

WORK EXPERIENCE

- Micron Technology, San Diego, CA (08/2010 – Present)

Senior Staff System Design Engineer

Error correction coding and signal processing for Multi-Level-per-Cell (MLC) NAND flash channels.

- STMicroelectronics, San Diego, CA (11/2005 – 08/2010)

Staff System Design Engineer, Read Channel Architecture

System design of several digital blocks of read/write channels:

- Designed state of the art error correction codes including bit/symbol based LDPC codes balancing coding (SNR) gain, error floor and mis-correction probability.
 - Architected implementation friendly adaptive data dependent noise predictive filter calibration engines and interleavers/scramblers.
 - Evaluated system performance extensively for using Monte Carlo simulations using both the synthetic data and drive tap data from the hard disk drive.
 - Created channel/noise models.
 - For the designed blocks, created fixed point, bit accurate/cycle accurate behavioral models for design and verification teams.
 - Interfaced with the design team for fine-tuning the architecture of digital blocks with system performance and implementation complexity trade-offs.
 - Worked with the digital designer for block level verification of the designed/architecture digital block and created verification plans for top level verification done by the verification team.
 - Evaluated/verified the performance of the architected blocks when the chip/device is back in the lab for bring up.
- Wireless Communications Laboratory, Arizona State University, Tempe, AZ (01/2002 – 10/2005)

Research Assistant

- Proposed belief propagation detectors for multiple input multiple output systems.
- Analyzed the convergence behavior of the soft-input soft output channel detectors using mutual information and EXIT charts.

- Developed noise prediction schemes for iterative belief propagation detectors over recording channels.
- Developed the use of causal and anti-causal prediction filters for noise predictive channel detection.
- Designed and optimized causal-only and causal & anti-causal noise prediction filters.
- Proposed several error burst identification methods for turbo and LDPC coded recording systems.
- Implemented reduced complexity belief propagation channel detectors for magnetic recording and wireless communication channels.
- Implemented and analyzed various error correcting codes including turbo and LDPC codes over magnetic recording channels.
- Implemented several channel detection schemes (MAP, ML and SOVA) and iterative detection/decoding algorithms for recording channels.
- Implemented various modulation schemes over frequency flat and selective fading channels.
- Analyzed different modulation schemes for diversity reception using different combining schemes.
- **Seagate Technology, Pittsburgh, PA (05/2004 – 08/2004)**
Summer Intern
 - Implemented/analyzed noise predictive ML and SOVA detection schemes.
 - Analyzed the iterative noise predictive belief propagation detectors over recording.
 - Worked on partial response equalization, with special emphasis on the design of generalized partial response (GPR) targets and corresponding linear equalizers.
- **Seagate Technology, Pittsburgh, PA (05/2003 – 08/2003)**
Summer Intern
 - Implemented/analyzed realistic longitudinal/perpendicular recording channel models with media noise.
 - Implemented/modeled various reduced complexity channel detectors, soft-input soft-output channel detection methods for recording channels.
- **Digital Systems Laboratory, National University of Singapore (01/2000 – 12/2001)**
Research Assistant
 - Conducted extensive experiments with acoustic and visual speech signals.
 - Developed a real time lip tracking system and audio-visual speech recognition engine.
 - Analyzed acoustic and visual speech feature fusion strategies.
 - Developed a Matlab based speech feature extraction toolbox to process speech data.

EDUCATION

- **Ph.D. (01/2002 – 10/2005), Dept. of Electrical Eng., Arizona State University, Tempe, AZ USA**
 Advisor: Prof. Dr. Tolga M. Duman
 Dissertation: "*Coding and Detection over Inter-symbol Interference Channels with Applications in Magnetic Recording and Wireless Communications*"
- **M. Eng. (01/2000 – 12/2001), Dept. of Electrical and Computer Eng., National University of Singapore**
 Advisor: Prof. Dr. Adrian David Cheok
 Thesis: "*On the Use of Visual Speech Information and Generalized Hidden Markov Models for Speech Recognition*"
- **B. Sc. (09/1995 – 06/1999), Dept. of Electrical Eng., Middle East Technical University, Ankara, Turkey**
 Cum. GPA: 3.49/4.00 & Class Rank: 29/280

PUBLICATIONS

Patents

1. **Mustafa N. Kaynak** and Erozan M. Kurtas, "Method and Apparatus for Iterative Noise Whitening with Causal and Anti-causal Prediction Filters", US Patent Number 7561640, Issue Date 07/14/2009.
2. **Mustafa N. Kaynak**, Sivagnanam Parthasarathy and Stefano Valle, "A System and Method for Adaptive Data Dependent Noise Prediction", Filed with USPTO (January 2010).

3. Alessandro Risso, **Mustafa N. Kaynak** and Patrick Khayat, "System and Method for MAP Detector for Symbol Based Error Correction Codes", Filed with USPTO (December 2009).
4. **Mustafa N. Kaynak**, Alessandro Risso and Patrick Khayat, "Rendering Data Write Errors Detectable", Filed with USPTO (August 2010)
5. **Mustafa N. Kaynak**, Alessandro Risso and Patrick Khayat, "Detecting Data Write Errors" , Filed with USPTO (August 2010).

Book Chapters

- **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Turbo Codes", Coding and Signal Processing for Magnetic Recording Systems, CRC Press, Editors: E. M. Kurtas and B. Vasic, pp. 35.1-35.21, Nov. 2004

Journal Papers

1. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Belief Propagation over SISO/MIMO Frequency Selective Fading Channels", IEEE Trans. on Wireless Communications, vol. 6, no. 6, pp.2001-2005, June 2007.
2. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Pattern Dependent Noise Predictive Belief Propagation", IEEE Trans. on Magnetics, vol. 42, issue 16, pp. 934-935, August 2006.
3. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Noise Predictive Belief Propagation," IEEE Trans. on Magnetics, vol. 41, issue 12, pp. 4427-4434, December 2005.
4. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Burst Error Identification for Turbo and LDPC Coded Magnetic Recording Systems", IEEE Trans. on Magnetics, vol. 40, no. 4, pp. 3087-3089, July 2004.
5. **Mustafa N. Kaynak**, Qi Zhi, Adrian D. Cheok, Kuntal Sengupta, Zhang Jian and Ko Chi Chung, "Analysis of Lip Geometric Features for Audio-Visual Speech Recognition", IEEE Trans. on Systems, Man and Cybernetics, Part A: Systems & Humans, vol. 34, no. 4, pp. 564-570, July 2004.
6. **Mustafa N. Kaynak**, Qi Zhi, Adrian D. Cheok, Kuntal Sengupta, Zhang Jian and Ko Chi Chung, "Lip Geometric Features For Human-Computer Interaction using Bimodal Speech Recognition: Comparison and Analysis", Speech Communication, vol. 43, no. 1-2, pp.1-16, June 2004.
7. Sylvain Chevalier, **Mustafa N. Kaynak**, Adrian D. Cheok, Kuntal Sengupta, and Ko Chi Chung, "Use of a Novel Non-linear Generalized Fuzzy Hidden Markov Model for Speech Recognition", International Journal of Control and Intelligent Systems (IJCIS), vol.30, No.2, pp. 68-82, 2002.

Conference Papers

1. Alessandro Risso, **Mustafa N. Kaynak** and Patrick Khayat, "Minimum Distance Bounds and Code Design for Q-ary LDPC Codes", Proc. of IEEE Intermag Conf., Washington, DC, January 2010.
2. **Mustafa N. Kaynak**, Tolga M. Duman, and Erozan M. Kurtas, "Pattern Dependent Noise Predictive Belief Propagation," Proc. of IEEE Intermag Conf., p. 298, San Diego, CA, May 2006.
3. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Belief Propagation over MIMO Frequency Selective Fading Channels", Proc. of Joint Conference on Autonomic and Autonomous Systems and International Conference on Networking and Services (ICAS-ICNS), pp. 45-50, October 2005.
4. Turgay Korkmaz and **Mustafa N. Kaynak**, "Impacts of Channel Reliability on Topology Control in Multi-hop Wireless Networks", Proc. of IEEE Vehicular Technology Conf., Fall 2005.
5. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Noise Predictive Belief Propagation," Proc. of the IEEE International Conf. on Communications, pp. 704-708, Seoul, S. Korea, May 2005.
6. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Belief Propagation over Frequency Selective Fading Channels," Proc. of the IEEE Vehicular Technology Conf., vol. 2, pp. 1367-1371, Sept. 2004.
7. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Burst Error Identification for Turbo and LDPC Coded Magnetic Recording Systems," Proc. of the 9th IEEE Joint MMM/Intermag Conf., p. 99, Jan. 2004.
8. **Mustafa N. Kaynak**, Tolga M. Duman and Erozan M. Kurtas, "Burst Error Identification for Turbo and LDPC Coded Systems," Proc. of the 3rd Turbo Codes and Related Topics Symposium, pp. 515-518, Sept. 2003.
9. Zhang Jian, **Mustafa N. Kaynak**, Adrian D. Cheok, and Ko Chi Chung, "Real-time Lip Tracking for Virtual Lip Implementation in Virtual Environments and Computer Games", Proc. of the IEEE Fuzzy Systems Conf., vol. 3, pp.1359-1362, Dec. 2001.
10. Adrian D. Cheok, Sylvain Chevalier, **Mustafa N. Kaynak**, and Ko Chi Chung, "Use of a Novel Generalized fuzzy Hidden Markov Model for Speech Recognition", Proc. of the IEEE Fuzzy Systems Conf., vol. 3, pp. 1207-1210, Dec. 2001.

11. **Mustafa N. Kaynak**, Qi Zhi, Adrian D. Cheok, Kuntal Sengupta, and Ko Chi Chung, "Audio-Visual Modeling for Bimodal Speech Recognition", Proc. of the IEEE Systems, Man, and Cybernetics Conference, vol. 1, pp. 181-186, Oct. 2001.
12. Qi Zhi, **Mustafa N. Kaynak**, K. Sengupta, Adrian D. Cheok, and Ko Chi Chung, "HMM Modeling for Audio-Visual Speech Recognition", Proc. of the IEEE Multimedia and Expo Conference, pp. 136-139, Aug. 2001.

APPENDIX 5

REQUIRED SIGNATURES

APPENDIX 5. REQUIRED SIGNATURES

Magnolia Public Schools Magnolia Science Academy-Anaheim		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
SUMMARY							
Total Revenue & Resources		7,129,440	8,704,663	9,105,834	9,590,635	10,052,311	10,387,402
Total Budgeted Expenditures		6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475
5% Reserve		262,678	393,081	354,061	383,265	391,473	410,859
Carry-over From Previous Year		300,000	862,488	1,705,535	1,959,852	1,968,863	2,234,353
Net Income (Loss)		562,488	843,047	254,317	9,012	265,490	115,926
Ending Fund Balance		862,488	1,705,535	1,959,852	1,968,863	2,234,353	2,350,280
REVENUE & RESOURCES DETAIL							
Projected Enrollment K-3		410	430	455	485	520	535
Projected Enrollment 4-6		275	300	300	300	300	320
Projected Enrollment 7-8		0	0	0	0	0	0
Projected Enrollment 9-12		0	0	0	0	0	0
Total Enrollment		685	730	755	785	820	855
Estimated Average Daily Attendance (ADA)		658	702	728	758	794	828
1. REVENUE LIMIT SOURCES							
REVENUE LIMIT STATE AID		3,615,360	4,473,772	4,658,734	5,348,907	5,589,603	5,732,994
EDUCATION PROTECTION ACCOUNT		778,839	798,631	793,847	404,803	414,652	425,289
IN LIEU OF PROPERTY TAX		1,737,690	1,955,984	2,138,695	2,290,208	2,463,227	2,610,962
TOTAL REVENUE & RESOURCES		6,131,890	7,228,387	7,591,276	8,043,918	8,467,482	8,769,246
2. FEDERAL REVENUE							
NO CHILD LEFT BEHIND		301,680	323,408	336,779	343,464	351,821	355,164
SPECIAL EDUCATION - FEDERAL		-	-	-	-	-	-
CHILD NUTRITION - FEDERAL		294,533	301,954	312,944	326,054	341,297	356,232
Sub-total Federal Revenue		774,227	807,862	838,865	866,584	899,396	926,701
3. OTHER STATE REVENUE							
LOTTERY REVENUE		106,708	101,380	108,040	111,740	116,180	121,360
SPECIAL EDUCATION - STATE		-	-	-	-	-	-
NSLP		16,615	17,033	17,653	18,393	19,253	20,095
OTHER		-	-	-	-	-	-
Sub-total Other State Revenue		123,323	568,413	575,693	580,133	585,433	591,455
4. OTHER LOCAL REVENUE							
OTHER LOCAL REVENUE		100,000	100,000	100,000	100,000	100,000	100,000
Sub-total other Local Revenue		100,000	100,000	100,000	100,000	100,000	100,000
TOTAL REVENUE & RESOURCES		7,129,440	8,704,663	9,105,834	9,590,635	10,052,311	10,387,402

Magnolia Public Schools Magnolia Science Academy-Anaheim		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
SUMMARY							
Total Revenue & Resources		7,129,440	8,704,663	9,105,834	9,590,635	10,052,311	10,387,402
Total Budgeted Expenditures		6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475
5% Reserve		262,678	393,081	354,061	383,265	391,473	410,859
Carry-over From Previous Year		300,000	862,488	1,705,535	1,959,852	1,968,863	2,234,353
Net Income (Loss)		562,488	843,047	254,317	9,012	265,490	115,926
Ending Fund Balance		862,488	1,705,535	1,959,852	1,968,863	2,234,353	2,350,280
EXPENDITURES SUMMARY							
1000 - Total Certificated Salary		2,512,000	2,983,550	3,367,566	3,673,172	3,783,327	3,958,873
2000 - Total Classified (Non Certified) Salary		559,000	612,820	731,930	793,181	817,431	879,570
3000 - Total Employee Benefits		812,266	1,130,511	1,341,796	1,547,312	1,661,468	1,788,266
4000 - Total Books and Supplies		897,071	987,848	1,100,369	1,235,259	1,020,053	1,054,060
5000 - Total Services & Other Operating Expenses		1,761,615	1,371,887	2,284,857	2,305,700	2,474,542	2,550,707
6000 - Total Capital Outlay		25,000	775,000	25,000	27,000	30,000	40,000
TOTAL EXPENDITURES		6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475
EXPENDITURES							
1000 - Certificated Salary							
Total Certificated FTE's		39	45	49	51	51	52
1100 - Teachers' Salaries		2,225,000	2,621,050	2,924,292	3,216,690	3,312,741	3,474,274
1300 - School Supervisors' and Administrators Salaries		287,000	362,500	443,274	456,482	470,586	484,599
1000 - Total Certificated Salary		2,512,000	2,983,550	3,367,566	3,673,172	3,783,327	3,958,873
Percent of Revenue/Resources		38.25%	37.95%	38.05%	38.34%	38.66%	38.54%
2000 - Classified (Non Certified) Salary							
Total Classified (Non Certified) FTE		9	10	11	12	12	12
2400 - Clerical and Office Salaries		180,500	222,980	229,904	276,117	284,628	293,137
2900 - Other Non Certificated Salaries		378,500	389,840	502,025	517,064	532,803	586,433
2000 - Total Classified (Non Certified) Salary		559,000	612,820	731,930	793,181	817,431	879,570
Percent of Revenue/Resources		8.51%	7.80%	8.27%	8.28%	8.35%	8.56%
1000 & 2000 - Total Salaries		3,071,000	3,596,370	4,099,495	4,466,353	4,600,758	4,838,443
Percent of Total Salaries		46.76%	45.75%	46.31%	46.61%	47.01%	47.11%
3000 - Employee Benefits							
3100 - State Teacher Retirement System-STRS		233,378	325,231	419,002	506,114	580,536	641,900
3200 - Public Employee Retirement System-PERS		60,806	69,332	80,954	89,089	91,762	94,515
3300 - OASDI / Medicare / Alternative		32,393	132,816	154,081	171,262	176,433	185,968
3400 - Health and Welfare Benefits		327,600	394,144	451,474	497,750	522,637	557,480
3500 - Unemployment Insurance		61,420	89,909	102,487	133,991	138,023	145,153
3600 - Worker's Compensation		67,869	79,480	90,599	98,706	101,677	106,930
3900 - Other Employee Benefit		28,800	39,600	43,200	50,400	50,400	56,320
3000 - Total Employee Benefits		812,266	1,130,511	1,341,796	1,547,312	1,661,468	1,788,266
Percent of Revenue/Resources		12.37%	14.38%	15.16%	16.15%	16.98%	17.41%
1000 & 2000 & 3000 - Total Salaries and Benefits		3,883,266	4,726,881	5,441,291	6,013,664	6,262,226	6,626,709
Percent of Total Salaries and Benefits		59.13%	60.13%	61.47%	62.76%	63.99%	64.52%
4000 - Books and Supplies							
4100 - Approved Textbooks & Curricula Materials		150,000	180,000	216,000	259,200	180,000	180,000
4200 - Books and Other Reference Materials		20,000	24,000	28,800	34,560	41,472	49,766
4300 - Materials & Supplies		125,000	150,000	180,000	216,000	150,000	150,000
4400 - Noncapitalized Equipment		95,000	114,000	136,800	164,160	61,000	61,000
4700 - Food		507,071	519,848	538,769	561,339	587,581	613,293
4000 - Total Books and Supplies		897,071	987,848	1,100,369	1,235,259	1,020,053	1,054,060
Percent of Revenue/Resources		13.66%	12.57%	12.43%	12.89%	10.42%	10.26%
5000 - Services & Other Operating Expenses							
5200 - Travel & Conferences		19,500	60,000	60,000	43,000	11,000	11,000
5300 - Dues & Memberships		6,500	13,000	13,000	10,000	6,500	6,500
5400 - Insurance (Umbrella liability)		54,800	62,050	67,950	74,575	82,000	89,775
5500 - Operations & Housekeeping		85,200	63,261	135,720	135,960	142,200	154,200
5600 - Rentals, Leases, Repairs & NonCap Improvements		627,600	750,960	754,776	759,118	884,066	901,313
5800 - Professional/Consulting Serv and Operating Expenses		958,415	410,616	1,239,587	1,271,612	1,337,328	1,376,459
5900-Communications		9,600	12,000	13,824	11,436	11,448	11,460
5000 - Total Services & Other		1,761,615	1,371,887	2,284,857	2,305,700	2,474,542	2,550,707
Percent of Revenue/Resources		26.83%	17.45%	25.81%	24.06%	25.28%	24.83%
6000 - Capital Outlay							
6400 - Depreciation		25,000	25,000	25,000	27,000	30,000	40,000
6000 - Total Capital Outlay		25,000	775,000	25,000	27,000	30,000	40,000
Percent of Revenue/Resources		0.38%	9.86%	0.28%	0.28%	0.31%	0.39%
TOTAL EXPENDITURES		6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475

CASH FLOW
Magnolia Science Academy-Anaheim

2015-2016

ACTUALS THROUGH THE MONTH OF	PART A												PART B Actuals	PART B TOTAL	
	July	August	September	October	November	December	January	February	March	April	May	June			
A. BEGINNING CASH	300,000	22,784	54,993	202,530	153,943	113,689	219,559	232,660	434,483	721,047	663,475	605,904	-	-	6,131,890
B. RECEIPTS															
REVENUE LIMIT SOURCES															
EPA	8012	-	129,704	-	-	120,704	-	-	268,716	-	-	268,716	-	-	778,839
Property Taxes	8006	259,425	129,713	129,713	129,713	129,713	129,713	380,124	112,395	112,395	112,395	112,395	-	-	1,737,690
Principal Apportionment		301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280	301,280	-	-	3,615,360
PY Adjustment															
Total Revenue Limit Sources		301,280	551,697	430,993	430,993	551,697	430,993	681,404	682,390	413,675	413,675	682,390	-	-	6,131,890
FEDERAL REVENUES															
Title I	8290	-	57,349	-	-	57,349	-	-	57,349	-	-	-	-	-	229,397
Title II	8290	-	8,082	-	-	8,082	-	-	8,082	-	-	-	-	-	32,327
Title III	8290	-	9,989	-	-	9,989	-	-	9,989	-	-	-	-	-	39,957
NSLP (National Sch Lunch Prog)	8220	-	47,255	47,255	47,255	47,255	47,255	47,255	47,255	47,255	47,255	47,255	-	-	472,547
Total Federal Revenues		-	122,675	47,255	47,255	122,675	47,255	47,255	122,675	47,255	47,255	47,255	-	-	774,227
OTHER STATE REVENUES															
Lottery	8560	-	-	-	-	-	53,354	-	1,661	-	-	53,354	-	-	106,708
NSLP (National Sch Lunch Prog)	8520	-	-	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	-	-	16,615
Prop 38 Clean Energy	8590	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Common Care (13-14 only)	8590	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	8590	-	-	1,661	1,661	1,661	55,015	1,661	1,661	1,661	1,661	55,015	-	-	123,323
Other State Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL REVENUE															
Donation	8610	-	-	-	8,333	8,333	8,333	-	8,333	8,333	8,333	-	-	-	50,000
Fundraising	8615	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	-	50,000
Other Local Revenues	8699	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues		4,167	4,167	4,167	12,500	12,500	12,500	4,167	12,500	12,500	12,500	4,167	-	-	100,000
TOTAL REVENUES		305,447	564,872	680,199	484,075	492,409	688,533	545,763	734,486	819,226	475,091	475,091	788,827	75,420	7,129,440
Account Receivable															
Other Financial Sources															
TOTAL CASH IN	305,447	564,872	680,199	484,075	492,409	688,533	545,763	734,486	819,226	475,091	475,091	788,827	75,420	7,129,440	

CASH FLOW
Magnolia Science Academy-Anaheim

PART A
2015-2016

July

August

September

October

November

December

January

February

March

April

May

June

Accruals

TOTAL

A/B

	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
C. DISBURSEMENTS														
CERTIFICATED SALARIES														
Teachers' Salaries	1100	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417	185,417		2,225,000
Adminr Salaries	1300	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917	23,917		287,000
Other														-
Total Certificated Salaries		209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333	209,333		2,512,000
CLASSIFIED SALARIES														
Certical and Office Salaries	2400	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042	15,042		180,500
Other Non Certificated Salaries	2900	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542	31,542		378,500
Other														-
Total Classified Salaries		46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583	46,583		559,000
EMPLOYEE BENEFITS														
STRS	3100	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448	19,448		233,378
PERS	3200	5,067	5,067	5,067	5,067	5,067	5,067	5,067	5,067	5,067	5,067	5,067		60,806
OASDI / Medicare / Alternative	3300	2,699	2,699	2,699	2,699	2,699	2,699	2,699	2,699	2,699	2,699	2,699		32,393
Health and Welfare Benefits	3400	27,300	27,300	27,300	27,300	27,300	27,300	27,300	27,300	27,300	27,300	27,300		327,600
Unemployment Insurance	3500	5,118	5,118	5,118	5,118	5,118	5,118	5,118	5,118	5,118	5,118	5,118		61,420
Worker's Compensation	3600	5,656	5,656	5,656	5,656	5,656	5,656	5,656	5,656	5,656	5,656	5,656		67,869
Other Employee Benefits	3900	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400		28,800
Total Employee Benefits		67,689	67,689	67,689	67,689	67,689	67,689	67,689	67,689	67,689	67,689	67,689		812,286
BOOKS & SUPPLIES														
Approved Textbooks	4100	50,000				50,000								150,000
Books & Other Reference Material	4200	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667		20,000
Materials & Supplies	4300	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417		125,000
Noncapitalized Equipment	4400	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917		95,000
Food	4700	42,256	42,256	42,256	42,256	42,256	42,256	42,256	42,256	42,256	42,256	42,256		507,071
Total Books & Supplies		112,256	62,256	62,256	62,256	62,256	62,256	62,256	62,256	62,256	62,256	62,256		897,071
SERVICES & OTHER OPERATING EXPEN														
Travel & Conferences	5200	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625		19,500
Dues & Memberships	5300	542	542	542	542	542	542	542	542	542	542	542		6,500
Insurance (Umbrella liability)	5400	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567		54,800
Operations & Housekeeping	5500	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100		85,200
Rentals, Leases, Repairs	5600	52,300	52,300	52,300	52,300	52,300	52,300	52,300	52,300	52,300	52,300	52,300		627,600
Professional/Consulting/Operativ	5800	79,868	79,868	79,868	79,868	79,868	79,868	79,868	79,868	79,868	79,868	79,868		958,415
Communications	5900	800	800	800	800	800	800	800	800	800	800	800		9,600
Total Services & Operating Exp		146,801	146,801	146,801	146,801	146,801	146,801	146,801	146,801	146,801	146,801	146,801		1,761,615
CAPITAL OUTLAY														
Depreciation	6400													-
Other														-
Total Capital Outlay		-	-	-	-	-	-	-	-	-	-	-		25,000
TOTAL EXPENDITURES		582,663	532,663	532,663	532,663	532,663	532,663	532,663	532,663	532,663	532,663	532,663		6,566,951
Accounts Payable														-
Other Financial Sources														-
D. TOTAL CASH OUT		582,663	532,663	532,663	532,663	532,663	532,663	532,663	532,663	532,663	532,663	532,663		6,566,951
E. NET CASH FLOW		(277,216)	32,209	147,537	(48,587)	(40,254)	105,870	13,100	201,824	286,564	(57,572)	(57,572)		562,488
F. ENDING CASH BALANCE		22,784	54,993	202,530	153,943	113,689	219,559	232,660	434,483	721,047	663,475	605,904		787,068

Magnolia Public Schools	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Magnolia Science Academy-Anaheim						
Total Enrollment	685	730	755	785	820	855
Total Capacity	850	850	850	850	850	850
Total Revenue	\$ 7,129,440	\$ 8,704,663	\$ 9,105,834	\$ 9,590,635	\$ 10,052,311	\$ 10,387,402
Total Expenses	\$ 6,566,951	\$ 7,861,616	\$ 8,851,518	\$ 9,581,623	\$ 9,786,821	\$ 10,271,475
Carryover from previous year	\$ 300,000	\$ 862,488	\$ 1,705,535	\$ 1,959,852	\$ 1,968,863	\$ 2,234,353
5% Reserve	\$ 262,678	\$ 393,081	\$ 354,061	\$ 383,265	\$ 391,473	\$ 410,859
Net Income (Loss)	\$ 562,488	\$ 843,047	\$ 254,317	\$ 9,012	\$ 265,490	\$ 115,926
Ending Fund Balance	\$ 862,488	\$ 1,705,535	\$ 1,959,852	\$ 1,968,863	\$ 2,234,353	\$ 2,350,280
Ending Fund Balance after 4% Reserve	\$ 599,810.06	\$ 1,705,534.77	\$ 1,959,851.52	\$ 1,968,863.14	\$ 2,234,353.43	\$ 2,350,279.89

ENROLLMENT

Students	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	130	130	135	140	140	140
1	100	100	120	125	135	135
2	90	100	100	120	125	135
3	90	100	100	100	120	125
Total K-3	410	430	455	485	520	535
4	95	100	100	100	100	100
5	85	100	100	100	100	100
6	95	100	100	100	100	100
Total 4-6	275	300	300	300	300	320
7						
8						
Total 7-8	0	0	0	0	0	0
9						
10						
11						
12						
Total 9-12	0	0	0	0	0	0
Total Enrollment	685	730	755	785	820	855
Prior Year Enrollment	721					
Total Enrollment Capacity	850	850	850	850	850	850
Number of Instructional Days	175	175	175	175	175	175
Daily Attendance %	96.00%	96.20%	96.40%	96.60%	96.80%	96.90%
<i>Estimated Average Daily Attendance (ADA)</i>	658	702	728	758	794	828
Unduplicated Student % (FRL, EL and FY)	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%
<i># of FR students</i>	617	632	655	682	714	746

Magnolia Public Schools

2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021

REVENUE & RESOURCES

STATE REVENUE

	3.61	3.87	4.03	4.11	4.21	4.25
8011 - State Aid	3,615,360	4,473,772	4,658,734	5,348,907	5,589,603	5,732,994
8012 - Education Protection Account (EPA)	778,839	798,631	793,847	404,803	414,652	425,289
8096 - In Lieu of Property Tax						
Rate per student						
Total Property Tax	1,737,690	1,955,984	2,138,695	2,290,208	2,463,227	2,610,962
TOTAL FUNDING	6,131,890	7,228,387	7,591,276	8,043,918	8,467,482	8,769,246

FEDERAL REVENUE

No Child Left Behind						
Title I (Part A, Basic Grants Low-Income and Neglected)	229,397	245,918	256,086	261,169	267,524	270,066
Title II (Title II, Part A, Teacher & Principal Training)	32,327	34,655	36,088	36,804	37,700	38,058
Title III (Limited-English-proficient and immigrant students)	39,957	42,834	44,605	45,491	46,598	47,040
Title V (Public Charter Schools Grant Program - PCSGP)						
Total Title Funds	301,680	323,408	336,779	343,464	351,821	355,164
Special Education (IDEA)						
Rate per ADA	-	-	-	-	-	-
Sp. Ed. Fair Share Contr Rate	-	-	-	-	-	-
Total Sp. Ed. IDEA (Individuals with Disabilities Education Act, Part B)	-	-	-	-	-	-
NSLP - Federal (National School Lunch Program)						
Rate per FRL student	294,533	301,954	312,944	326,054	341,297	356,232
\$	2.73	2.73	2.73	2.73	2.73	2.73
SBP - Federal (State Breakfast Program)						
Rate per FRL student	178,014	182,500	189,142	197,066	206,278	215,305
\$	1.65	1.65	1.65	1.65	1.65	1.65
ASSET (After School Safety and Enrichment for Teens)						
Total Federal Revenue	774,227	807,862	838,865	866,584	899,396	926,701

OTHER STATE REVENUE

Lottery						
Rate per student	148	148	148	148	148	148
Total Lottery (Prior Year Enrollment*\$121)	106,708	101,380	108,040	111,740	116,180	121,360
Special Education - State (AB 602)						
Rate per ADA	-	-	-	-	-	-
Sp. Ed. Fair Share Contribution Rate	-	-	-	-	-	-
Total Special Education	-	-	-	-	-	-
Facility Grants						
Charter School Facility Grant Program (SB740)	-	-	-	-	-	-
State Charter School Facilities Incentive Grant		450,000	450,000	450,000	450,000	450,000
Total Facility Grant	-	450,000	450,000	450,000	450,000	450,000
NSLP - State (National School Lunch Program)						
Rate per FRL student	16,615	17,033	17,653	18,393	19,253	20,095
\$	0.22	0.22	0.22	0.22	0.22	0.22
Prop 39 Clean Energy						
ASES (After School Education and Safety)						
Start Up Grant						
Mandate Block Grant						
Common Core Implementation Fund						
Total Other State Revenue	123,323	568,413	575,693	580,133	585,433	591,455

OTHER LOCAL REVENUE

Student Activities, Field Trips and etc.						
Donations	50,000	50,000	50,000	50,000	50,000	50,000
Fundraising	50,000	50,000	50,000	50,000	50,000	50,000
Lunch Fees						
B TSA						
Computer						
All Other Local Revenues						
Total Other Local Revenue	100,000	100,000	100,000	100,000	100,000	100,000

TOTAL REVENUE & RESOURCES	7,129,440	8,704,663	9,105,834	9,590,635	10,052,311	10,387,402
--------------------------------------	------------------	------------------	------------------	------------------	-------------------	-------------------

Magnolia Public Schools

2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021

EXPENDITURES

1000 - Certificated Salary

COLA	1.02%	1.60%	2.48%	2.87%	2.87%	2.87%
1100 - Teachers' Salaries						
Full Time Teachers						
# of FT Teachers	35	40	43	45	45	46
Avg Salary	54,000	55,620	57,289	59,007	60,777	62,601
Other	10,000	10,000	10,000	15,000	15,000	15,000
Part Time Teachers						
# of PT Teachers	13	15	17	20	20	20
Avg Salary	25,000	25,750	26,523	27,318	28,138	28,982
Subtotal 1100 - Teachers' Salaries	2,225,000	2,621,050	2,924,292	3,216,690	3,312,741	3,474,274
1300 - School Administrator Salaries						
Principal Salary	90,000	92,700	95,481	98,345	101,296	104,335
Other	1,000	1,000	1,500	1,500	1,500	1,500
# of Deans	3	4	5	5	5	5
Avg Salary of Deans	65,000	66,950	68,959	71,027	73,158	75,353
Other	1,000	1,000	1,500	1,500	2,000	2,000
Subtotal 1300 - School Administrators' Salaries	287,000	362,500	443,274	456,482	470,586	484,599
1000 - Total Certificated Salary	2,512,000	2,983,550	3,367,566	3,673,172	3,783,327	3,958,873

2000 - Classified (Non Certified) Salary

2400 - Clerical and Office Salaries						
Classified Admin.						
# of Fulltime Office Managers/Admin	5	6	6	7	7	7
Avg Salary	36,000	37,080	38,192	39,338	40,518	41,734
Other	500	500	750	750	1,000	1,000
Subtotal 2400 - Clerical and Office Salaries	180,500	222,980	229,904	276,117	284,628	293,137
2900 - Other Non-certificated Salaries						
# of full time employees	4	4	5	5	5	5
Average Salary	62,000	63,860	65,776	67,749	69,782	71,875
Other	500	500	750	750	1,000	1,000
# of part time employees	4	4	5	5	5	6
Average Salary	32,500	33,475	34,479	35,514	36,579	37,676
Subtotal 2900 Total Part Employees	378,500	389,840	502,025	517,064	532,803	586,433
Total Classified (Non Certified) FTE	9	10	11	12	12	12
Total # of Full-Time Employees	48	55	60	63	63	64
Total # of Part-Time Employees	17	19	22	25	25	26
2000 - Total Classified (Non Certified) Salary	559,000	612,820	731,930	793,181	817,431	879,570
Total Salaries (Total of 1000 & 2000 Series)	3,071,000	3,596,370	4,099,495	4,466,353	4,600,758	4,838,443

3000 - Employee Benefits

3100 - State Teacher Retirement System-STRS						
STRS salaries	2,175,000	2,585,300	2,903,683	3,108,808	3,202,073	3,360,736
STRS matching rate	10.73%	12.58%	14.43%	16.28%	18.13%	19.10%
Subtotal 3100 - STRS	233,378	325,231	419,002	506,114	580,536	641,900
3200 - Public Employee Retirement System-PERS						
PERS salaries	428,000	477,920	558,033	614,113	632,536	651,512
PERS matching rate	14.21%	14.51%	14.51%	14.51%	14.51%	14.51%
Subtotal 3200 - PERS	60,806	69,332	80,954	89,089	91,762	94,515
3300 - OASDI / Medicare / Alternative						
Social Security Rate	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
Total Social Security	55,552	62,886	74,140	84,168	86,719	91,618
Medicare/OASDI Rate	1.95%	1.95%	1.95%	1.95%	1.95%	1.95%
Total Medicare/OASDI	59,885	70,129	79,940	87,094	89,715	94,350
Subtotal 3300-OASDI / Medicare / Alternative	32,393	132,816	154,081	171,262	176,433	185,968
3400 - Health and Welfare Benefits						
Annual expense per full time employee	6,825	7,166	7,525	7,901	8,296	8,711
Total FT Employees	48	55	60	63	63	64
Subtotal 3400 - Health Benefits	327,600	394,144	451,474	497,750	522,637	557,480
3500 - Unemployment Insurance						
Unemployment Insurance Rate	2.00%	2.50%	2.50%	3.00%	3.00%	3.00%
Subtotal 3500 - Unemployment Insurance	61,420	89,909	102,487	133,991	138,023	145,153
3600 - Worker's Compensation						
% of Total Salaries	2.21%	2.21%	2.21%	2.21%	2.21%	2.21%
Subtotal 3600 - Worker's Compensation	67,869	79,480	90,599	98,706	101,677	106,930
3900 - Other Employee Benefits						
Unused Personnel/Sick day compensation	28,800	39,600	43,200	50,400	50,400	56,320
Rate per unused/sick day	75	90	90	100	100	110
Average of unused/sick days per FTE	8	8	8	8	8	8
All Other Employee Benefits						
Subtotal 3900 - Other Employee Benefits	28,800	39,600	43,200	50,400	50,400	56,320
3000 - Total Employee Benefits	812,266	1,130,511	1,341,796	1,547,312	1,661,468	1,788,266
Total Salaries & Benefits (1000,2000, 3000)	3,883,266	4,726,881	5,441,291	6,013,664	6,262,226	6,626,709

4000 - Books and Supplies

4100 - Approved Textbooks & Curricula Materials	398,590					
Textbooks	100,000	120,000	144,000	172,800	120,000	120,000
Other books	50,000	60,000	72,000	86,400	60,000	60,000
Subtotal 4100 - Approved Textbooks & Curricula Materials	150,000	180,000	216,000	259,200	180,000	180,000
4200 - Books and Other Reference Materials						
Map Test						

Accelerated Reading	5,000	6,000	7,200	8,640	10,368	12,442
Accelerated Math	5,000	6,000	7,200	8,640	10,368	12,442
Other	10,000	12,000	14,400	17,280	20,736	24,883
Subtotal 4200 - Books and Other Reference Materials	20,000	24,000	28,800	34,560	41,472	49,766
4300 - Materials & Supplies	30,000	36,000	43,200	51,840	36,000	36,000
Office & Classroom Supplies	20,000	24,000	28,800	34,560	24,000	24,000
IT Materials & Softwares	25,000	30,000	36,000	43,200	30,000	30,000
Janitorial Supplies	5,000	6,000	7,200	8,640	6,000	6,000
Other Supplies	15,000	18,000	21,600	25,920	10,000	10,000
Subtotal 4300 - Materials & Supplies	125,000	150,000	180,000	216,000	150,000	150,000
4400 - Equipment	30,000	36,000	43,200	51,840	20,000	20,000
Computers	15,000	18,000	21,600	25,920	10,000	10,000
Tablets	10,000	12,000	14,400	17,280	10,000	10,000
Projectors	10,000	12,000	14,400	17,280	5,000	5,000
Smart Boards	5,000	6,000	7,200	8,640	3,000	3,000
Furnitures	5,000	6,000	7,200	8,640	3,000	3,000
Science Lab	20,000	24,000	28,800	34,560	10,000	10,000
Other Materials/Equipments	20,000	24,000	28,800	34,560	10,000	10,000
Subtotal 4400 - Equipment	95,000	114,000	136,800	164,160	61,000	61,000
4700 - Food	617	632	655	682	714	746
Number of eligible students	\$1.70	\$1.70	\$1.70	\$1.70	\$1.70	\$1.70
Breakfast cost per FRL student	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
Lunch cost per FRL student	507,071	519,848	538,769	561,339	587,581	613,293
Subtotal 4700 - Food	507,071	519,848	538,769	561,339	587,581	613,293
4000 - Total Books and Supplies	897,071	987,848	1,100,369	1,235,259	1,020,053	1,054,060

5000 - Services & Other Operating Expenses

5200 - Travel & Conferences	2,500	10,000	10,000	8,000	3,000	3,000
Charter Schools Conference annual cost	2,000	20,000	20,000	15,000	3,000	3,000
CDE Workshops and Charter School Training	15,000	30,000	30,000	20,000	5,000	5,000
Other conferences, trainings and workshops	19,500	60,000	60,000	43,000	11,000	11,000
Subtotal 5200 - Travel & Conferences	19,500	60,000	60,000	43,000	11,000	11,000
5300 - Dues & Memberships	2,000	4,000	4,000	3,000	2,000	2,000
WASC Accrediting	2,500	5,000	5,000	4,000	2,500	2,500
CCSA Membership Fee	2,000	4,000	4,000	3,000	2,000	2,000
Other	6,500	13,000	13,000	10,000	6,500	6,500
Subtotal 5300 - Dues & Memberships	6,500	13,000	13,000	10,000	6,500	6,500
5400 - Insurance (Umbrella liability)	80	85	90	95	100	105
Cost per student	54,800	62,050	67,950	74,575	82,000	89,775
Subtotal 5400 - Insurance (Umbrella Liability)	54,800	62,050	67,950	74,575	82,000	89,775
5500 - Operations & Housekeeping	79,200	54,261	126,720	126,960	133,200	145,200
Utilities cost per month	100	150	160	180	200	200
Gas	2,500	3,750	4,000	4,000	4,500	5,000
Water	3,500	5,250	5,500	5,500	5,500	6,000
Electric	500	750	900	900	900	900
Garbage	79,200	54,261	126,720	126,960	133,200	145,200
Subtotal Utilities	79,200	54,261	126,720	126,960	133,200	145,200
Janitorial Services	500	750	750	750	750	750
Cost per month	6,000	9,000	9,000	9,000	9,000	9,000
Subtotal Janitorial Services	6,000	9,000	9,000	9,000	9,000	9,000
Subtotal 5500 - Operations & Housekeeping	85,200	63,261	135,720	135,960	142,200	154,200
5600 - Rentals, Leases, Repairs & NonCap Improvements	600,000	720,000	720,000	720,000	840,000	840,000
Facility Rent	50,000	60,000	60,000	60,000	70,000	70,000
Cost per month	600,000	720,000	720,000	720,000	840,000	840,000
Subtotal Rent	600,000	720,000	720,000	720,000	840,000	840,000
Maintenance & Repairs	500	600	720	864	1,037	1,244
Cost per month	6,000	7,200	8,640	10,368	12,442	14,930
Subtotal Maintenance & Repairs	6,000	7,200	8,640	10,368	12,442	14,930
Equipment Lease	3	3	3	3	3	4
# of copiers	600	660	726	799	878	966
Monthly cost per copier	21,600	23,760	26,136	28,750	31,625	46,383
Subtotal Equip Lease	21,600	23,760	26,136	28,750	31,625	46,383
Subtotal 5600 - Rentals, Leases, & Repairs	627,600	750,960	754,776	759,118	884,066	901,313
5800 - Professional/Consulting Serv and Operating Expenses	10,600	16,000	16,300	15,500	13,800	13,800
Annual Audit	6,000	10,000	10,000	8,000	6,000	6,000
Interest	1,000	1,200	1,500	1,500	1,800	1,800
Bank Service Charges	300	400	400	500	500	500
Tenant Improvement Interest	10,600	16,000	16,300	15,500	13,800	13,800
Monthly Payroll Fees	12,000	24,000	24,000	24,000	24,000	24,000
PUC Service Fee	1,000	2,000	2,000	2,000	2,000	2,000
Advertising / Community Outreach	12,000	24,000	24,000	24,000	24,000	24,000
Monthly cost	12,000	24,000	24,000	24,000	24,000	24,000
Subtotal Advertising	12,000	24,000	24,000	24,000	24,000	24,000
Business Service by MERF	11.00%	11.00%	11.00%	11.00%	11.00%	11.00%
11% of total revenue (maximum allowed due to 5% reserve)	686,246	806,274	846,925	897,122	944,203	977,967
Subtotal Business Services	686,246	806,274	846,925	897,122	944,203	977,967
Student Activities, Field Trips and etc.	20,000	25,000	25,000	25,000	30,000	30,000
Legal Services	5,000	50,000	50,000	20,000	15,000	15,000
Substitute Teachers	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
% teacher absence	200	200	200	200	200	200
Avg Daily Sub Pay	61,250	70,000	75,250	78,750	78,750	80,500
Subtotal Substitute Teacher Fees	61,250	70,000	75,250	78,750	78,750	80,500
B TSA Program	5	7	8	8	9	9
# of Teachers in Program	4,000	4,000	4,000	4,500	4,500	4,500
Per Teacher Cost	20,000	28,000	32,000	36,000	40,500	40,500
Subtotal Other Consultants	20,000	28,000	32,000	36,000	40,500	40,500
Professional Development	5,000	10,000	10,000	10,000	15,000	15,000
Security	250	300	350	400	450	500
Monthly cost	250	300	350	400	450	500

Subtotal Security	3,000	3,600	4,200	4,800	5,400	6,000
Special Education Cost	50,000	50,000	50,000	50,000	50,000	50,000
Special Education Fair Share Contribution						
Technology Support(CoolSIS)						
Cost per month	2,000	2,500	2,500	2,500	3,000	3,000
Software Licensing (This will include Office, computer lab softwares etc.)						
Subtotal Technology Services	24,000	30,000	30,000	30,000	36,000	36,000
Other Professional Services						
% of Revenue	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Other Fees						
District Oversight Fee	61,319	72,284	75,913	80,439	84,675	87,692
Subtotal 5800 - Professional/Consulting Serv & Operating Srv	958,415	410,616	1,239,587	1,271,612	1,337,328	1,376,459
5900 - Communications						
Internet / Phone						
Monthly cost	450	500	552	553	554	555
Subtotal Internet / Phone	5,400	6,000	6,624	6,636	6,648	6,660
Postage & Delivery						
Monthly Cost	350	500	600	400	400	400
Subtotal Postage & Delivery	4,200	6,000	7,200	4,800	4,800	4,800
Subtotal 5900 - Communications	9,600	12,000	13,824	11,436	11,448	11,460
5000 - Total Services & Other	1,761,615	1,371,887	2,284,857	2,305,700	2,474,542	2,550,707
6000 - Capital Outlay						
6400 - Depreciation						
6000 - Total Capital Outlay	25,000	25,000	25,000	27,000	30,000	40,000
7000 - School Startup Costs		750,000				
6000 & 7000	25,000	775,000	25,000	27,000	30,000	40,000
TOTAL EXPENDITURES	6,566,951	7,861,616	8,851,518	9,581,623	9,786,821	10,271,475