Magnolia Science Academy - San Diego
Charter Renewal Petition
Submission Date September 11, 2019

MAGNOLIA PUBLIC SCHOOLS
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CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2020 – JUNE 30, 2025)

SUBMITTED TO THE
SAN DIEGO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SEPTEMBER 11, 2019

by

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AFFIRMATIONS AND DECLARATION

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

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

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

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

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

- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, subject to certain preferences, as described in Element 8 of this Renewal Petition. [Reference California Education Code § 47605(d)(2)(A)-(B)] Preference in the public random drawing shall be given to residents of SDUSD as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or
association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

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

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

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

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

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

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

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

• The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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

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

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

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

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Alfredo Rubalcava
CEO & Superintendent
Magnolia Public Schools

INTERPRETATION OF TERMS

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

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any time that MSA-San Diego indicates that it will follow the requirements of a particular Section of the Education Code or other law that does not explicitly apply to charter schools, it means that MSA-San Diego will comply with these laws in the same manner as required for California non-charter public schools, except where otherwise specified. MSA-San Diego will ensure that assurances are fully implemented by January 2020.
ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

- The contact person for Charter School is: CEO & Superintendent, Alfredo Rubalcava
- The contact address for Charter School is: 250 E. 1st Street Suite 1500 Los Angeles, CA 90012
- The contact phone number for Charter School is: (619) 644-1300
- The proposed address, or target community by Zip Code, of Charter School is: 92120
- The grade configuration of Charter School is: 6-8
- The number of students in the first year will be: 465
- The grade level(s) of the students in the first year will be: 6-8
- Charter School’s scheduled first day of instruction in 2020-2021 is: August 18, 2020
- The enrollment capacity is: 480
(Enrollment capacity is defined as the total number of students who are enrolled in Charter School regardless of student residency.)

- The type of instructional calendar will be: Traditional
- The regular day bell schedule for Charter School will be: 8:15 am to 3:00 pm
- The term of this Charter shall be from: July 1, 2020 to June 30, 2025

Magnolia Science Academy-San Diego ("MSA-San Diego," “MSA-SD” or “Charter School”), is a classroom-based charter school serving students in grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (“STEAM”). MSA-San Diego’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links.

**Magnolia Public Schools**

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

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math (“STEM”) based tutors for middle and high schools in Los Angeles, and later partnered with Culver City Unified School District to provide tutoring for students all

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¹ For more information on Magnolia Public Schools visit www.magnoliapublicschools.org.
around Los Angeles District. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of Los Angeles. These successful programs led MPS to establish its first charter school, Magnolia Science Academy-1, and go on to successfully replicate our educational program and philosophy at nine other charter schools throughout California. Today we operate a total of four Charter Schools authorized by Los Angeles Unified School District (LAUSD), four authorized by Los Angeles County Office of Education (“LACOE”), one authorized by San Diego Unified School District (“SDUSD”), and one State Board of Education-authorized charter school in Santa Ana. Combined, MPS Charter Schools now serve more than 3,900 students annually in grades TK-12.

Since its founding, MSA-San Diego has had a clear STEM focus, with a shift starting in 2016-17 to STEAM (adding “Arts”). The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential. As the arts are more widely embraced, we believe that authentic connections and through lines between multiple disciplines will be made visible, and strategies will emerge to support authentic integration.

The MPS program aims to improve students’ performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEAM fields.

SCHOOL HIGHLIGHTS

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

- Highest Performing Charter Middle School in San Diego, based on results on the state Smarter Balanced Assessment Consortium (“SBAC”)/California Assessment of Student Performance and Progress (“CAASPP”)
- Seaperch Underwater Robotics Regional Competition:
  - April 2019, 1st Place
  - March 2016, 1st Place Obstacle Course, 3rd Place Deep Water Challenge
- Olympic Archery in Schools:
  - Nationals: May 2019, 5th Place; May 2018, 4th Place
  - CA State Championships: April 2019, 1st Place; April 2018, 3rd Place; April 2016 2nd Place
  - San Diego Conference: March 2019, 2nd Place; March 2018, 1st Place; March 2017, 2nd Place
- YMCA Basketball Middle School League, March 2019, 1st Place
- YMCA Soccer Middle School League, May 2019, 1st Place
- SoCal First Lego League Championship Tournament:
  - December 2018, Research Award 2nd Place, Robot Games 4th Place
  - December 2016, Core Values 1st Place, Robot Design 1st Place
  - December 2015, Inspiration Award 1st Place
- First Lego League Cup:
February 2018, Robot Games 1st Place & Runner Up Champion
January 2016, Robot Performance, 2 teams placed 1st

- MSA-SD and Grossmont College co-host the Annual San Diego STEAM Expo on Grossmont College campus (2018-19 was the 6th year)
- San Diego Science and Engineering Festival at PETCO Park annually (over 100 MSA-SD students presented their projects each year)
- SoCal Future City Regional Competition:
  - January 2018, Most Sustainable Environmental Practices Award & 4th Place Overall
  - January 2017, Best Model Award & 2nd place Overall & Public's’ Choice Award
  - January 2016 Best model Award & 3rd place overall
- MSA-SD’s STEAM Ambassadors showcased their student project, the Air Vortex Cannon, featured on a local television news station
- Magnolia Public Schools STEAM Expo, April 2018, Robotics Challenge 1st Place
- AMC 8 Math Competition
  - November 2016, 2 Students Placed in Top 5% Nationwide
  - November 2015, 2 students placed in top 5% nationwide
- Knott’s Berry Farm Music in the Park Competition:
  - May 2017, 2nd Place
- April 2016 1st Place & Superior Rating

We are quite proud of these numerous accomplishments, and see first-hand the ways these experiences help inspire our students and build their confidence. We look forward to continuing to celebrate our students’ success.

**CURRENT LOCATIONS AND GRADE LEVELS OF MPS SITES**

MPS currently operates 10 charter schools in California. The figure below shows the current locations and grade levels of these sites.
MSA-SAN DIEGO’S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

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

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

Pursuant to Education Code Section 47607(b), MSA-San Diego must meet at least one criterion of academic success prior to receiving a charter renewal. As detailed below, MSA-San Diego has fulfilled this requirement by demonstrating that the Charter School’s “academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is
located, taking into account the composition of the pupil population that is served at the charter school.” (Education Code Section 47606(b)(4)(A)).

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

MSA-San Diego is located in close proximity to the intersection of the 8 and 15 freeways in San Diego. MSA-San Diego draws enrollment from across San Diego, with our 395 students residing in 42 different zip codes. Not surprisingly, the majority of students live in close proximity to our campus. Based on an analysis of the students’ residence addresses, the following table lists the top district schools our students would otherwise be required to attend – ten middle schools:

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Level</th>
<th># of Students</th>
<th>% FRL</th>
<th>% SPED</th>
<th>% Ela</th>
<th>% Hisp</th>
<th>% AA</th>
<th>% White</th>
<th>% Asian</th>
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<tr>
<td>Lewis</td>
<td>6-8</td>
<td>1061</td>
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<td>5.2</td>
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<td>3.2</td>
</tr>
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</table>

Smarter Balanced Assessment Consortium ("SBAC")/California Assessment of Student Performance and Progress ("CAASPP") Results

On the 2018 SBAC in English Language Arts ("ELA"), 61% of MSA-San Diego’s students Met or Exceeded grade level standards, outperforming 7 out of the 10 Comparison Schools’ proficiency rates and the SDUSD district-wide average for the same grades (54%), and more than double the rate of two of the Comparison Schools (22% and 30% respectively).
In Math, with 52% of our students Met/Exceeded standards, MSA-San Diego outperformed 8 out of 10 Similar Schools and the SDUSD average for the same grades (43%); MSA-SD was more than six times higher than the lowest performing school (8%).

The performance of our statistically significant subgroups on the SBACs is consistent with these overall results:

- our Hispanic/Latino students were 47% Met/Exceeded in ELA and 43% Met/Exceeded in Math, stronger than six of the 10 Comps in ELA and all 10 Comps in Math;
• MSA-SD’s student with disabilities (SWD) were 22% Met/Exceeded in ELA, higher than their peers at 8 of the 10 Comps, and 27% Met/Exceeded in Math, higher than their peers at all 10 Comps;
• our Socio-Economically Disadvantaged (SED) students were 41% Met/Exceeded in ELA and 30% in Math, stronger than five Comps in ELA and five in Math; and finally,
• our English Learners (ELs) were 6% Met/Exceeded in ELA and 11% in Math, stronger than their peers at six Comps in ELA and the same or stronger than six Comps in Math.
Growth Data
Since the CAASPP were implemented in 2015, MSA-San Diego has shown growth in both ELA and Math with each cohort of students progressing from 6th through 8th grades:

- The Class of 2016 (who matriculated from 8th grade in June 2016), grew 22.9 mean scale score points in ELA and 36.1 points in Math in just one year (2015 to 2016);
- The Class of 2017 grew 43.1 mean scale score points in ELA and 48.7 points in Math between spring 2015 and spring 2017;
- The Class of 2018 grew 19.2 mean scale score points in ELA and 11.2 points in Math between 2016 and 2018;
- The Class of 2019 (2019 test data is not yet published/official) grew 28.5 mean scale score points in ELA and 23.9 in Math in just one year (2017 to 2018).

English Learner Re-Classification Rates
MSA-San Diego has a relatively small EL population (4.5%), yet we still focus heavily on re-classification of English Learners, including support for Long Term English Learners (“LTELs”) (see below for a detailed discussion of the English Learner program). In 2018-2019, MSA-San Diego reclassified 27.8% of ELs, a higher reclassification rate than the average of the Comparison Schools (22.3%) and SDUSD (13.4%).
In 2017-2018, MSA-San Diego reclassified 28.10% of our ELs, again, well above typical reclassification rates at most of the Comps.

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

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

**Student Attendance Rate and Chronic Absenteeism**

(Current Student Information System)
MSA-San Diego’s student attendance rates have been consistent and strong over the charter term. The average daily attendance (“ADA”) was 96.15% in 2018-19, which is above the targeted rate of 95%.

Chronic absenteeism has been higher than we would like, ranging from 6.54% (2015-16) to 5.35% (2016-17) to 8.35% (2017-18) and 7.83% (2018-19), though these rates have been lower than the District rates (12.4% in 2016-17 and 2017-18). In an effort to further reduce chronic absenteeism, MSA-San Diego offers incentives and awards for individuals and groups with outstanding attendance. Also, attendance is a topic covered in various courses such as Life Skills and Advisory where students discuss the importance of the positive and negative effects of absences, and how each person is a valuable member of the Magnolia community. Furthermore, if and when a student has a high number of absences, the parents/guardians are contacted by the Main Office, Teachers, and/or Administration through phone calls, letters, and/or Home Visits.

**Suspension/Expulsion Rate**

Thanks to our restorative justice program, MSA-San Diego’s student suspension and expulsion rates have consistently been quite low: MSA-San Diego has had **zero suspensions in the past four years**, and suspension rates have ranged from 1.2% to 2.6%, each year lower than SDUSD rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
<th>2016-17</th>
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<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Suspension rate</td>
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</tr>
</tbody>
</table>

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

MSA-San Diego has a strong home-school connection. In 2018-19, MSA-San Diego administrators and teachers conducted 66 home visits (about 16.7% of the student population) to talk with students and their families about the Charter School, the student’s goals and progress, and family concerns. Many of the students visited were students who were struggling. We are striving to increase this program moving forward. Often, home visits reveal new ways of teaching and learning or opportunities that the school can offer to a student in order for him/her to thrive more.

California Charter Schools Association Accountability Framework

Finally, our application for charter renewal is supported by the California Charter Schools Association (CCSA), which has developed an accountability framework based on publicly available academic indicators. Like the Dashboard Reports published by the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress, “which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. Each students’ score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score meets or exceeds Level 3.”

CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools’ average results on the California Assessment of Student Performance and Progress (CAASPP). Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100).

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

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3 https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp
4 Dashboard Alternative School Status (DASS) schools – formerly referred to as Alternative Schools Accountability Model (ASAM) schools are not included, nor are schools that are less than four years old or schools with fewer than 30 CAASPP test-takers.
The CCSA accountability framework includes four basic measures:

- **Percentile**: DF3 must be above the 5th percentile in two of the last three years.

- **State Rank (Academic Status)**: DF3 decile rank of four or higher in two of the past three years. Academic Status is the school’s DF3 compared to all other eligible public schools in California, using decile rank.

- **Similar Schools Rank (SSR)**: SSR of four or higher in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For Elementary and Middle Schools:

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

OR, For High Schools:

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

According to CCSA’s Accountability Framework, MSA-San Diego not only meets criteria for renewal according to CCSA, but has a State Rank of 8/10.

**Success of the Innovative Features of the Educational Program**

MSA-San Diego distinguishes itself from other schools by cultivating a fearless pursuit of excellence through a rigorous, high quality STEAM education for all students. We incorporate an extraordinary support program that includes home visits, extended learning time, and parent and community engagement. At MSA-San Diego we believe that after-school hours are an extension of the day. MSA-San Diego recognizes that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. We, therefore, work with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically. We offer tutoring and clubs designed to support daytime instruction. Additionally, there is targeted intervention during school and after-school.

**Success of the School’s Educational Program in Meeting the Specific Needs of Its Student Population**

As detailed throughout this charter petition, MSA-San Diego is providing a college preparatory educational program for grades 6-8, emphasizing STEAM in a safe environment that cultivates respect for self and others. Strong evidence via test scores, survey data and more demonstrate the success of MSA-San Diego’s rigorous program and efforts to create the next generation of STEAM leaders. MSA-San Diego students are outperforming their peers at the neighborhood schools they would otherwise attend. MSA-San Diego’s college going culture ensures students will graduate prepared to thrive in high school and college.
AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Financial and Operational Challenges
After experiencing some disputes with LAUSD -- stemming from fiscal challenges that arose in 2014 – MPS has turned the tide both financially and in our relationship with LAUSD. Over the past three years, LAUSD has renewed three of our schools (MSA-4, MSA-6, MSA-7) with a fourth currently pending renewal (MSA-Bell), each for a five-year renewal term, indicating the District’s renewed confidence in MPS. In 2014, Magnolia Public Schools had encountered some significant challenges, including a dispute with LAUSD over the non-renewal/revocation (later reversed) of two of our schools (MSA-6 and 7), leading to a Settlement Agreement between LAUSD and MPS (“Settlement Agreement”). MPS (MERF) has satisfied all of the Settlement Agreement criteria, and has earned LAUSD’s confidence, as evidenced by the recent renewals.

In recent years, we have made several key changes to ensure organizational capacity and fiscal strength:

- MERF modified the governance structure to include staggered Board terms and added five new Board members for a total of nine members;
- Made significant leadership changes with the addition of:
  - a new Chief Executive Officer/Superintendent (“CEO”): Dr. Caprice Young joined MPS in 2014 to help navigate the organizational challenges. Dr. Young has an extensive history leading school systems, philanthropic, business, governmental and community-based organizations engaged in transformational work. From 1999-2003 she served on the Board of LAUSD. She earned her doctorate in education from UCLA, her M.P.A. from USC and her B.A. from Yale University. During her four years at MPS she strengthened our internal organizational procedures and external relationships. When she decided to step down as CEO and Superintendent of MPS at the end of the 2017-18 school year, the Board conducted a thorough search for a highly qualified new leader. Effective July 1, 2018, former Magnolia Chief External Officer Alfredo Rubalcava has returned to the organization as the new CEO/Superintendent. Mr. Rubalcava was one of Magnolia’s founding teachers and has held various positions within the organization such as teacher, athletic director, dean of students, principal, Chief External Officer and now CEO.
  - a new Chief Financial Officer (“CFO”): Our CFO has more than 30 years of experience in accounting and finance, including 20 years in California public school systems and government fund accounting. She has significant experience and familiarity with the California school account structures, coding and system software and programs.
  - a new Chief Operating Officer (“COO”): Our COO started his career as a K-12 Math teacher. He taught math for 11 years, then he became a dean of students, and then founding principal of a new charter school in Phoenix, Arizona. He later joined Magnolia as Principal of Magnolia Science Academy #2, then moved to
the Regional Director Position for MPS within LA County. He is now the COO and the Regional Director for LA County Schools. Our COO holds a Bachelor Degree in Economics and Masters in Educational Leadership.

- **a new Chief Academic Officer ("CAO"):** Our CAO is an accomplished and forward-thinking educator with 18+ years of leadership in developing and implementing leading-edge programs and services that align with mission and vision of educational institutions. He has an outstanding record of improving processes by adapting and applying aspects of STEAM Education in school systems, through comprehensive research, strategic evaluation and effective presentations of best practices in curricula, programs, tools and technologies. Our CAO has pioneered establishment of state-of-the-art online learning programs and professional development portals for academic advancement, combined with directing formative assessment and performance-based programs. He has served in top school level administrative positions in Nevada and California for over a decade.

- **a new Chief Accountability Officer:** MPS elevated our focus on compliance and accountability organization-wide through the creation of a new executive level position. Our Chief Accountability Officer ensures MPS schools have high quality accountability plans, that the MPS schools implement the programs described in their charter petitions and comply with all applicable law and regulations. Our Chief Accountability Officer earned his M.S. in engineering from UCI and M.A. in school leadership from CSUDH. With teaching and administrative experience at MPS, our Chief Accountability Officer strives to ensure MPS implements best practices aligned with our vision, mission, and core values.

- MPS also has changed several outside contractors including terminating a contract with ACCORD, effective June 30, 2015 and changing auditing firms to Vavrinek, Trine, Day & Company, a highly respected and experienced firm on the state-approved list of charter school auditors.

In addition to the Settlement Agreement, the State Auditor conducted a comprehensive and detailed review of MPS operations and finances ("State Audit") in 2014, resulting in conditions for MPS: **MPS has “fully implemented” all of the recommendations of the State Audit as required.** Since the audit, MPS has also taken steps to strengthen financial controls and implemented all of the State Auditor’s recommendations, including:

- The Board-approved budget is closely monitored on a daily basis by MPS Financial Analysts and adheres to all recommendations made by FCMAT. MPS has been using a variety of systems to handle financial transactions, all designed to ensure appropriate financial controls and transparency. Since July 1, 2018, MPS has contracted with back office provider, Delta Managed Solutions (DMS). DMS maintains the general ledger, including budget and actuals. Cash disbursements, check cutting and related approvals, are maintained in CoolSIS. NetSuite, Paycom and Escape all have been enhanced and customized for MPS since the implementation date to better serve our specific needs.
In addition, we are adding AssetWorks as a new automated system to monitor and track all our assets and technology equipment. MPS will continue to ensure all facets of our operations, governance and programs are both strong and compliant.

**Increasing Academic Achievement**

At Magnolia Science Academy - San Diego, we successfully ensure our students are prepared for college, career, and life. To accomplish this, each year, we set school-wide goals based on the collection of data surrounding these key focus areas. We dedicate ourselves to accomplishing these goals through ongoing programs and systems to close the achievement gap and provide students opportunities to thrive in a supportive environment encompassing the whole child.

These academic programs and Multi-Tiered Systems of Support include:

- Restorative Practices
- Social-Emotional Learning Opportunities
- PBIS
- After school clubs based on student interest and development of social skills
- Data-driven academic intervention for all students
- NWEA benchmark MAP testing in the fall and spring
- Differentiated instruction based on individual student needs
- Blended learning using our 1:1 Chromebooks
- Free after school tutoring by credentialed teachers
- Parental involvement programs including the parent task force and volunteer opportunities
- Daily physical education
- Daily elective classes including Band, Art, Study Skills, Spanish, and Robotics

Going forward, we are placing a priority on providing targeted professional development, implementing McGraw Hill’s Study Sync curriculum and Integrated Math Program with fidelity and monitoring and supporting the growth of all student groups, with a particular focus on increased outcomes for Special Education and EL students. The MPS Director of Math Programs provides our math teachers with best practices for engaging students in sense making, critical thinking and mathematical modeling. Additionally, MPS supports teacher innovation and contribution through our Teacher Symposiums, which are held twice a year. We are confident these efforts will increase proficiency levels on state assessments.

**STUDENT POPULATION TO BE SERVED**

**Target Population**

MSA-San Diego serves students in grades 6-8, and mainly draws enrollment from San Diego, CA and neighboring communities. According to U.S. Census data, zip code 92120, where our new
facility is located, is with a demographic breakdown of 14.1% Hispanic, 6.1% Asian; 71.9% White, 3.6% African American and 3.5% Two or More Races. The median yearly household income is $88,202. Notably, only 48% have a Bachelor’s degree. Finally, 19% of the local population speaks a language other than English at home (predominantly Spanish).

**Educational Interests, Backgrounds, and Challenges**

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

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

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

The charter school movement evolved as an effort to counter consistently failing schools; to create a marketplace within the school system where parents could choose where their children could attend school. In particular, charter schools developed to implement innovative teaching strategies in an environment free of some of the bureaucracy found in larger school districts (National Alliance for Public Charter Schools, n.d.). As lack of access to a

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5 https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
6 https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
7 https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml
quality education and preparedness to college continues to be a pervasive issue, a growing number of educational leaders has begun to develop theme-based charter schools and alternative approaches to educating students.

For seventeen years, Magnolia Public Schools have provided a STEM, and now STEAM, focused education to address the needs of underrepresented communities. As of 2019, we have graduated over 800 students. At MPS, ALL STUDENTS have access to high quality and effective STEAM-based Common Core State Standards (“CCSS”) and Next Generation Science Standards (“NGSS”) aligned instruction, along with engaging elective and enrichment programs that support their learning and development.

ENROLLMENT PLAN

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

<table>
<thead>
<tr>
<th>Grade-level</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>160</td>
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<tr>
<td>7</td>
<td>155</td>
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<tr>
<td>8</td>
<td>150</td>
<td>160</td>
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<tr>
<td>Total</td>
<td>465</td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
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</table>

GOALS AND PHILOSOPHY

MISSION AND VISION

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

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

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

Excellence

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

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

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

**Student Learning Outcomes**

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

<table>
<thead>
<tr>
<th>SCHOLARS who:</th>
<th>MSA-San Diego graduates will be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Think critically.</td>
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<tr>
<td></td>
<td>▪ Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning).</td>
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<tr>
<td></td>
<td>▪ Apply, analyze, identify, synthesize and evaluate information and experiences.</td>
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<td></td>
<td>▪ Connect the skills and content learned across the curriculum and evaluate multiple points of view.</td>
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<tr>
<td></td>
<td>▪ Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.</td>
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<tr>
<td></td>
<td>▪ Utilize problem-solving techniques during conflict resolution and can compromise.</td>
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<tr>
<td>INDEPENDENT SCHOLARS who:</td>
<td>▪ Exhibit the ability to integrate technology as an effective tool in their daily lives.</td>
</tr>
</tbody>
</table>
MSA-San Diego graduates will be:

- Use technology effectively to access, organize, research and present information.
- Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community.
- Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Are self-directed.
- Meaningfully engage in learning activities.
- Make informed decisions on their learning pathways.
- Know their readiness levels, interests, and backgrounds.
- Understand their own learning styles and intelligence preferences.
- Reflect on their learning.
- Accept and integrate feedback.
- Adapt to change.

COMMUNITY FOCUSED CITIZENS who:

- Embrace and respect cultural diversity through the understanding of our global world.
- Demonstrate knowledge and understanding of American and world history and the values of different cultures.
- Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.
- Develop their ability to affect change in the world.
- Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness.
- Understand that outreach is a responsibility.
- Realize that agitation is a mechanism to activism.

AN EDUCATED PERSON IN THE 21ST CENTURY

The world in which we live and learn has a unique set of advantages and challenges. The goal of MSA-San Diego is to prepare students to adeptly utilize those advantages and confront these challenges with tenacity and courage. We believe that all students have social capital and can re-imagine their futures by utilizing their highest potential. We believe that engaging underrepresented communities through STEAM education will transform our society and prepare our scholars to lead in the 21st century not only as career seekers but also as career creators.
President Obama’s Council of Advisors on Science and Technology (2010) described the importance of middle and high school education in STEM/STEAM as follows:

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


MSA-SD prepares 21st century scholars to adapt to new platforms and technology through personalized learning and exposure to real world task and interactions such as: national academic and STEAM competitions, mentoring, STEAM clubs, college and career instructional field trips. Building upon students’ knowledge in math, science, history and literature through real world applications and experiences fosters a love of learning. Supporting life-long learning through collaboration, digital literacy, academic discourse, argumentative writing and individualized scheduling models prepares students for 21st century demands.

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

**HOW LEARNING BEST OCCURS**

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

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

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

Inquiry based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age. Bryn Mawr science professor, Wilfred Franklin, described it best, “Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information... Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes and curiosity toward science and increased achievement in biological content (Hall & McCudy, 1990), (Kyle et al, 1988), (Kyle et al, 1982), and (Shymansky, 1984).”

We also improve students’ academic skills, especially of those who are performing below grade level, by providing comprehensive tutoring/ intervention programs. We empower students to become self-motivated, competent, and lifelong learners. We create a supportive and caring environment involving all stakeholders and through community partnerships, and strong student-parent-teacher communication.

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

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

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

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

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

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

Each year, MSA-San Diego engages stakeholders in an annual review and goal setting process as required by the California Education Code, detailed in our Local Control Accountability Plan (LCAP). These goals are described in detail in Element 2, below. A copy of MSA-SD’s current LCAP is attached in the Appendices.
GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The MSA-San Diego program will prepare students for success through middle school and onto high school, post-secondary school and meaningful careers, by providing a rigorous CA standards-based program through integrated math, science and technology themes. The inquiry-based hands-on instructional approach will not only teach young students to “learn to learn” but also prepare them for success in the pursuit of future STEAM careers and interests.

In addition to the Student Learning Outcomes detailed above, MSA-San Diego expects that at least 80% of students who have been enrolled at the Charter School for at least one full academic-year will develop at least four of the following six lifelong learning and interpersonal skills prior to completing 8th grade:

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

<table>
<thead>
<tr>
<th>Skills</th>
<th>Learning Objectives</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, Collaboration</td>
<td>▪ Incorporate personal management skills on a daily basis.</td>
<td>▪ End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td>and Cooperation</td>
<td>▪ Effective participation in group decision-making processes.</td>
<td>▪ Teachers’ comments entered into the Student Information System, Illuminate or equivalent</td>
</tr>
<tr>
<td></td>
<td>▪ Work cooperatively with others and be a team player in achieving group goals.</td>
<td>▪ Assignments, tests and activities in Character Education, Life Skills, and other classes.</td>
</tr>
<tr>
<td></td>
<td>▪ Be able to assume leadership in group tasks.</td>
<td>▪ Portfolios of student work, reports and/or exhibits including group assignments.</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>▪ Describe, analyze and prioritize personal skills and interests that they want to</td>
<td>▪ End of semester teacher evaluations of student behaviors.</td>
</tr>
<tr>
<td>and Reflection</td>
<td>develop.</td>
<td>▪ Teachers’ comments entered into the Student Information System, Illuminate or equivalent</td>
</tr>
<tr>
<td></td>
<td>▪ Describe and effectively use the personal qualities they possess that make them</td>
<td>▪ Assignments, tests and activities in Character Education, Life Skills, and other classes.</td>
</tr>
<tr>
<td></td>
<td>successful members of their school and community.</td>
<td>▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.</td>
</tr>
<tr>
<td></td>
<td>▪ Recognize their intelligence types and personal learning styles and employ those</td>
<td></td>
</tr>
<tr>
<td></td>
<td>styles in their learning and personal development.</td>
<td></td>
</tr>
<tr>
<td>Goal Setting</td>
<td>▪ Set positive academic and non-academic goals.</td>
<td>▪ End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td>Skills</td>
<td>Learning Objectives</td>
<td>Assessment Tools</td>
</tr>
<tr>
<td>------------------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>▪ Apply goal-setting skills to promote academic success.</td>
<td>▪ Teachers’ comments entered into the Student Information System, Illuminate or equivalent</td>
</tr>
<tr>
<td></td>
<td>▪ Set post-secondary goals with action steps, timeframes, and evaluation criteria.</td>
<td>▪ Assignments, tests and activities in Character Education, Life Skills, and other classes.</td>
</tr>
<tr>
<td></td>
<td>▪ Identify the skills and credentials required for a particular profession and prepare accordingly.</td>
<td>▪ Portfolios of student work, reports and/or presentations scored using rubrics.</td>
</tr>
<tr>
<td>Critical Thinking and</td>
<td>▪ Implement stop, think, and act strategies in solving daily life problems.</td>
<td>▪ End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>▪ Generate alternative solutions to problems and predict possible outcomes.</td>
<td>▪ Assignments, tests and activities in Character Education, Life Skills, and other classes.</td>
</tr>
<tr>
<td></td>
<td>▪ Apply the steps of systematic decision-making in school and life.</td>
<td>▪ Portfolios of student work, reports and/or presentations scored using rubrics.</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>▪ Implement a plan to meet a need or address a challenge based on personal strengths and available support from others.</td>
<td>▪ End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>▪ Explore career opportunities based on their identified interests and strengths.</td>
<td>▪ Assignments, tests and activities in Character Education, Life Skills, and other classes.</td>
</tr>
<tr>
<td></td>
<td>▪ Show self-esteem based on accurate assessment of self.</td>
<td>▪ Portfolios, presentations and/or exhibits of student work</td>
</tr>
<tr>
<td>Citizenship</td>
<td>▪ Personal honesty and integrity.</td>
<td>▪ End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>▪ Courage to express their views.</td>
<td>▪ Teachers’ comments entered into the Student Information System, Illuminate or equivalent</td>
</tr>
<tr>
<td></td>
<td>▪ Love, respect and loyalty to the United States of America.</td>
<td>▪ Assignments, tests and activities in Character Education, Life Skills, and other classes.</td>
</tr>
<tr>
<td></td>
<td>▪ Understanding and tolerance towards other societies in the world.</td>
<td>▪ Portfolios, presentations and/or exhibits of student work, peer competitions</td>
</tr>
<tr>
<td></td>
<td>▪ Participate in multicultural and cross-cultural activities.</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONAL DESIGN

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

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

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

<table>
<thead>
<tr>
<th>Academic Excellence (Scientific Thinkers)</th>
<th>Innovation (Intrinsically Driven and Self-Motivated)</th>
<th>Connection (Socially Responsible Global Citizens)</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ STEAM Focus</td>
<td>▪ Data-driven Instruction to Ensure High School and College Readiness</td>
<td>▪ Community Service and Volunteerism, Trips, Speakers</td>
</tr>
<tr>
<td>▪ Learning Approaches</td>
<td>▪ Periodic Benchmark Tests</td>
<td>▪ Home Visits</td>
</tr>
<tr>
<td>(Experiential, Constructivist Social)</td>
<td>▪ After-school Tutoring</td>
<td>▪ Students achieve self-actualization</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL DESIGN COMPONENTS: EXCELLENCE (SCIENTIFIC THINKERS)

STEAM Focus
A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Science courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from experiments they choose and create based on their interests. Science classes employ Technology in laboratory explorations and experimentation. Technology is a key component to our instructional delivery model. Each classroom is equipped with laptops (1:1 student to computer ratio) to enable effective blended learning strategies. Computer simulations assist in expanding the number of lab opportunities in all grade levels. A Computer Science Program fuels tech skills development, including programming and sequencing. All courses incorporate Engineering design process at all grades as part of the NGSS emphasis. With CA Science Framework and NGSS integration, MSA-San Diego all students learn about Engineering Design, technology, and applications of science as part of their core classes. Computer courses are offered at all levels and skills are further developed in after school enrichments. Furthermore, Engineering is also embedded in electives offered such as robotics. Arts instruction focuses on developing students’ creativity, imagination, discipline and self-expression through drawing and fine arts. Students are assessed for their current knowledge and skill level in Math and placed in the most appropriate class (see below).

Effectively Integrating Technology into Teaching and Learning
The Technology Program is a distinguished feature of MSA-San Diego, with highly trained faculty leading engaging instruction. The program enables students to personalize learning practice and integrate all subjects in project-based learning in a fun and meaningful way. This unique program includes:

- Technology courses and curriculum that provides technology tools necessary in the 21st century and develops critical skills that help students succeed in a rigorous high school, gain acceptance to and graduate from a 4-year university with a STEAM major.
- Core class integration projects that require higher order learning and improving critical thinking skills.
Public Displays of Excellence in STEAM
MSA-San Diego students and faculty organize and participate in numerous STEAM competitions. Through various activities, competition days become a targeted event to arouse student interest and celebrate their peers’ success. MSA-San Diego offers a variety of after school clubs to students to stimulate interest in and extend knowledge of various subjects covered in the classroom including Computer Applications, Robotics, and Science clubs. Parents are involved in co-facilitating after-school programs and activities.

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

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

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

**Instructional Design Components: Innovation (Intrinsically Driven and Self-Motivated)**

Data-Driven Instruction
MSA-San Diego teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, teaching strategies for all learners, and differentiated instruction. Academic, informal and formal information is taken from the following areas: MAP diagnostic data, SBAC Interim formative and summative data, student surveys, and Grade Point Averages. Digital, mastery-based core academic content also permits data-driven intervention by local teachers, coaches, and EL and remediation specialists.

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The online curriculum and real-time assessments allow continuous and individualized pacing as well as flexibility in the number of courses students are offered. Our system generates reports that show profiles of content and skills that students are learning and tracks their progress. This system is combined with diagnostic MAP assessments provide the data necessary to build personalized, realistic, and productive learning plans on a weekly basis for every Magnolia student. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school’s culture and is requisite to adequate support for students’ learning (Blum, 2004). Research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency.18

**Periodic Benchmark Tests**

MSA-San Diego uses NWEA’s computer-adapted tests, called MAP, to evaluate student learning and to differentiate instruction to meet student needs. These campus-wide tests are used to measure individual levels of student performance reflected in CCSS. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of remediation and intervention.

MAP is administered in the fall and spring of every academic year in Reading, Language Usage, Mathematics and Science. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how students are performing. The assessments adapt to the student’s ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

**After-School Tutoring**

MSA-San Diego offers free after-school tutoring to all students. Our tutoring program provides students with a safe, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Individual and small group tutoring as well as homework clubs are available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student’s needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject’s content standards. Low achieving students’ progress is quantitatively measured through NWEA MAPs, myON Reader, and My Math tests with the goal of attaining at least one year’s academic progress within the school year.

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**MSA-San Diego after school program structure**

<table>
<thead>
<tr>
<th>Students in need of English Language Development (&quot;ELD&quot;) support</th>
<th>ELD tutoring:</th>
<th>Computer-aided grammar, vocabulary, reading, writing, listening and speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in need of core class support</td>
<td>Tutoring program for core classes:</td>
<td>Mathematics, Science, English-Language Arts and History-Social Science</td>
</tr>
<tr>
<td>All students</td>
<td>After-school clubs:</td>
<td>SCIFUN, Guitar, SeaPerch, Gaming, Cross Country, Math, Archery, Crochet and Knitting, etc.</td>
</tr>
</tbody>
</table>

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.

**INSTRUCTIONAL DESIGN COMPONENTS: COMMUNITY (SOCIALLY RESPONSIBLE GLOBAL CITIZENS)**

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

**Life Skills Program**

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

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

Visiting the Museum of Tolerance and learning about history, or participating at High Tech Faire, or learning about ecosystems at the San Diego Zoo, and meeting with experts in different fields during these instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share the same culture with students, students find new role models. While most instructional field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter-personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

Home Visits

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

MSA-San Diego teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

CURRICULUM AND INSTRUCTION

All curricula at MSA-San Diego is based on the California state standards, including but not limited to the Common Core State Standards, and the Next Generation Science Standards. Starting in 2019-20, MSA-San Diego will begin to implement the new 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards), 2019 California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve (when
Students in grades 6-8 are required to take core classes in Mathematics, Science, English-Language Arts and History-Social Science. Electives are offered in Math and ELA (for additional support or challenge), Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, Sustained Silent Reading (“SSR”), and other electives. MSA-San Diego offers all students one period of Life Skills per week.

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

**MATHEMATICS**

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

The CCSS call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding. The CCSS in Math for grades 6-8 prepare students for higher mathematics at the high school level that are necessary to prepare students for college and careers and productive citizenship.

Math instruction at MSA-San Diego focuses deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence is provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at MPS meets the challenges of the 21st century through innovation.
MSA-San Diego offers an integrated math pathway of courses, aligned with new CCSS Math standards and “best practices” in math learning and instruction. In determining the mathematics course placement, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

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

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

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Pathway</td>
<td>Math 6</td>
<td>Math 7</td>
<td>Math 8</td>
</tr>
<tr>
<td>Accelerated Pathway 1</td>
<td>Math 6</td>
<td>Accelerated Math 6/7/8</td>
<td>Accelerated Math 6/7/8</td>
</tr>
<tr>
<td>Accelerated Pathway 2</td>
<td>Accelerated Math 6/7/8</td>
<td>Integrated Math I</td>
<td>Integrated Math I</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 6 (Core, College preparatory)</td>
</tr>
<tr>
<td>In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to</td>
</tr>
</tbody>
</table>

Depending on students’ math backgrounds and surrounding schools’ pathways, MPS may elect to follow the traditional mathematics pathway over the integrated mathematics pathway.
whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

<table>
<thead>
<tr>
<th>MATH 8 (Core, College preparatory)</th>
<th>ACCELERATED (Honors) MATH 6/7/8 (Core, College preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.</td>
<td>This course compacts 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATED MATHEMATICS I (Core, College preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fundamental purpose of Mathematics I is to formalize and extend students’ understanding of linear functions and their applications. The critical topics of study deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Students build on their prior experiences with data, developing more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades.</td>
</tr>
</tbody>
</table>

**SCIENCE**

The Charter School’s curriculum is based on the state framework and state standards following Next Generation Science Standards. Students at MSA-San Diego explore NGSS-aligned Disciplinary Core Ideas (“DCI”) in Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science in the cross-curricular units and programs. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas that provide more organizational development of the core idea.
The science program at MSA-San Diego uses hands-on science curriculum that is formulated using inquiry-based research topics. From the earliest grades, students experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The middle school curriculum will ensure that science is integrated into the lessons and activities.

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

<table>
<thead>
<tr>
<th>INTEGRATED SCIENCE 6 (Core, College preparatory)</th>
<th>INTEGRATED SCIENCE 7 (Core, College preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major units of study for all grade six middle school students are:</td>
<td>The major units of study for all grade seven middle school students are:</td>
</tr>
<tr>
<td>▪ Unit 1: Exploring Earth</td>
<td>▪ Unit 1: Motion and Energy</td>
</tr>
<tr>
<td>▪ Unit 2: Exploring Life</td>
<td>▪ Unit 2: Interactions of Matter</td>
</tr>
<tr>
<td>▪ Unit 3: Understanding Matter</td>
<td>▪ Unit 3: Understanding the Universe</td>
</tr>
<tr>
<td>▪ Unit 4: Understanding Energy</td>
<td>▪ Unit 4: Earth and Geological Changes</td>
</tr>
<tr>
<td>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</td>
<td>▪ Unit 5: Exploring Ecology</td>
</tr>
<tr>
<td></td>
<td>▪ Unit 6: Heredity and Human Body Systems</td>
</tr>
<tr>
<td>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</td>
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</table>

<table>
<thead>
<tr>
<th>INTEGRATED SCIENCE 8 (Core, Non-college preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major units of study for all grade eight middle school students are:</td>
</tr>
<tr>
<td>▪ Unit 1: Biodiversity and Human Impacts</td>
</tr>
<tr>
<td>▪ Unit 2: History of the Earth</td>
</tr>
<tr>
<td>▪ Unit 3: Ecosystems, Molecules to Organisms</td>
</tr>
<tr>
<td>▪ Unit 4: Ecosystems continued, Biological Evolution: Unity and Diversity</td>
</tr>
<tr>
<td>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</td>
</tr>
</tbody>
</table>

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

**English Language Arts**

English Language Arts curriculum is literature-based and emphasizes skills and knowledge students need as readers, writers, speakers and listeners in the 21st century. Conventions of writing are emphasized in daily written homework and lab assignments. Students taking advanced world language will also be encouraged to study works written in that language, e.g., Spanish. The curriculum incorporates a period of Sustained Silent Reading as part of the daily curriculum. Accelerated Reader by Renaissance Learning is utilized to personalize reading practice to each student’s current level, maximizing its effectiveness.

MSA-San Diego also is using the online/blended learning Study Sync program, an intentional, connected literacy program that integrates reading, writing, and review into a comprehensive, standards-aligned platform, designed to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards. Study Sync's curriculum ensures rigorous, focused core ELA/ELD instruction and standards-based assessment, which draws students into texts and informational content with dramatic, movie-like previews, award-winning Study Sync® TV episodes modeling appropriate student discussion and collaboration, SkillsTV videos exploring literacy concepts with relatable student narrators, and social media-like current events Blasts discussions. By integrating technology experiences that students crave, students gain knowledge and skills in ways that relate to their world. Learning supports are embedded throughout for all levels of learners, including reluctant and advanced readers, and EL students, with scaffolding based on students' reading abilities with customizable writing prompts, rubrics, and assessments.

The middle school reading curriculum is integrated into all content areas. Students progress through a literature-based and CCSS-based reading and curriculum emphasizing balanced literary practices. The curriculum begins with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words for our EL students. The curriculum increases in levels to meet the needs of all students. Fluent reading and strong comprehension skills are the focus of the Charter School’s curriculum. Teachers emphasize close reading and informational text.

Writing serves as an important vehicle for learning, and MSA-San Diego students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that students must be able to express themselves clearly through writing in every subject. As the common core writing standards phrase it, “For students, writing is a key means of asserting
and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.\(^\text{20}\)

The middle school writing curriculum is integrated into all content areas. This includes literature and science-based readings with emphasis on six traits of writing: voice, sentence fluency, organization, ideas, word choice, and conventions. Students 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 are incorporated into writing exercises.

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS 6 (Core, College preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CCSS-based goal for all students. Students’ understanding of the precise meaning of words, English instruction is critical language conventions, structural features of informational text and materials, and to developing fundamental elements of literature all support greater comprehension of what they read, students’ literacy and see, and hear.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS 7 (Core, College preparatory)</th>
</tr>
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<tbody>
<tr>
<td>In seventh grade, the English language arts CCSS establish a higher level of communication skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade students build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they are able to acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Students continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in their speaking and writing.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS 8 (Core, College preparatory)</th>
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<tbody>
<tr>
<td>In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author’s evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier</td>
</tr>
</tbody>
</table>

\(^\text{20}\) http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings.

**ENGLISH LANGUAGE DEVELOPMENT** (Non-core, Non-college preparatory)

The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students’ progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.

**SUSTAINED SILENT READING PROGRAM**

All students participate in Sustained Silent Reading for 30 minutes a day, every day.

**SUSTAINED SILENT READING (SSR) PROGRAM**

This course focuses on restorative practice in a homeroom setting. Classroom community is built through RP circles, team building, and social emotional learning lessons. In addition, this multi-grade level course offers students the opportunity to become peer mentors as they work on Khan Academy MAPPERS for math and reading skill support via NewsELA and silent reading time.

**HISTORY/SOCIAL SCIENCE**

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

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

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21 Source: [http://www.ncss.org/positions/powerful](http://www.ncss.org/positions/powerful)
**HISTORY/SOCIAL SCIENCE 6 (Core, College preparatory)**

Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.

**HISTORY/SOCIAL SCIENCE 7 (Core, College preparatory)**

The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present-day world maps. Students identify several major changes that took place during medieval and early modern times. Students explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Students can use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.

**HISTORY/SOCIAL SCIENCE 8 (Core, College preparatory)**

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

**LANGUAGE OTHER THAN ENGLISH**

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

<table>
<thead>
<tr>
<th>LANGUAGE OTHER THAN ENGLISH</th>
<th>BEGINNING SPANISH (Non-core, Non-College preparatory) 6/7</th>
<th>SPANISH LEVEL 1 (Non-core, Non-College preparatory) 8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>This semester-long course is designed to teach students about the language and culture of the Spanish and Latin American people. Students learn to appreciate the Spanish and Latin</td>
<td>This year-long course enables students to further develop their fundamental reading, writing, listening, and speaking skills in the Spanish language. In addition, emphasis is placed on</td>
<td></td>
</tr>
</tbody>
</table>
American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. communication, basic grammar and syntax, and simple vocabulary. Students learn 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.

**Visual & Performing Arts**

In grades 6 through 8, students are offered Visual & Performing Arts courses as electives.

<table>
<thead>
<tr>
<th>VISUAL &amp; PERFORMING ARTS</th>
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</thead>
<tbody>
<tr>
<td>INTRODUCTION TO FUNDAMENTALS OF ART (Non-core, Non-college preparatory) 6/7</td>
<td></td>
</tr>
<tr>
<td>This semester-long is a basic course in the fundamentals of art expression. 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. 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.</td>
<td></td>
</tr>
<tr>
<td>FUNDAMENTALS OF ART (Non-core, Non-college preparatory)</td>
<td></td>
</tr>
<tr>
<td>This is a basic course in the fundamentals of art expression. The California Visual and Performing Arts Standards guide the instruction for this course. In this course students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. They analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students also apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</td>
<td></td>
</tr>
<tr>
<td>BAND (Non-core, Non-college preparatory) 6/7/8</td>
<td></td>
</tr>
<tr>
<td>Band is a year-long course where students will explore music’s functionality in order to gain a deeper understanding and appreciation for their chosen instruments. Students will learn to read notes and work as an ensemble to perform at events. Class activities emphasize the development of instrument technique, tone production, tuning, fundamentals of music theory, music reading, and listening skills.</td>
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</tr>
</tbody>
</table>

**Health and Physical Education**

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

<table>
<thead>
<tr>
<th>HEALTH AND PHYSICAL EDUCATION</th>
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</thead>
<tbody>
<tr>
<td>PHYSICAL EDUCATION (Non-core, Non-college preparatory)</td>
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</tbody>
</table>
Courses offered in the Health and Physical Education department are designed to help the students develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-robe, fun trust/games.

The Health and Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Health and Physical Education Model Content Standards for California Public Schools and will adopt the new 2019 Health Education Framework when it is published.

**COMPUTERS & TECHNOLOGY**

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

<table>
<thead>
<tr>
<th>COMPUTERS &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION to ROBOTICS/ENGINEERING</strong> (Non-core, Non-college preparatory) 6/7</td>
</tr>
<tr>
<td>This semester-long course provides students with an introduction to foundational knowledge of robotics and engineering. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, engineering and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools.</td>
</tr>
<tr>
<td><strong>ROBOTICS/ENGINEERING</strong> (Non-core, Non-college preparatory) 8th</td>
</tr>
<tr>
<td>This year-long course provides students with a more intermediate knowledge of robotics and engineering. Students dive deeper into the topics of human computer interaction, problem solving, web design, computer programming, data modeling, engineering and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools.</td>
</tr>
</tbody>
</table>

**STUDY SKILLS PROGRAM**

MSA-San Diego implements a study skills program that which allows students to learn college and career skills.

<table>
<thead>
<tr>
<th>STUDY SKILLS PROGRAM 6/7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONALIZED LEARNING TIME/ SELF-DIRECTED LEARNING</strong> (Non-core, Non-college preparatory)</td>
</tr>
</tbody>
</table>

This course is dedicated for students to learn content by developing the skill sets necessary to be college- and career-ready. Students plan and prioritize their learning based on their individual goals. Students move at their own pace and receive support from their teachers/mentors and peers. This course focuses on the development of executive functioning skills as well as assistance in meeting school deadlines on classroom assignments.

**CURRICULAR AND INSTRUCTIONAL MATERIALS**

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

**Math:** McGraw Hill; *Enrichment/Intervention:* McGraw Hill, ALEKS, Ironbox (6-8), Glencoe Math Accelerated, Curriculum Associates’ Ready Common Core, EngageNY, Singapore Math; Renaissance Learning Accelerated Math Program, Khan Academy, MyOn

**Science:** McGraw Hill; Integrated iScience

**English Language Arts/ELD:** McGraw Hill; McGraw Hill Study Sync; MyOn; ELD Program-National Geographic Learning, Inside (6-8); *Enrichment/Intervention:* McGraw Hill, FLEX Literacy, Renaissance Learning Accelerated Reader Program, Rosetta Stone, BrainPOP ESL, Duolingo, No Red Ink

**Social Science:** McGraw Hill, Networks; *Enrichment/Intervention:* Teachers’ Curriculum Institute’s (TCI) History Alive! Middle School Program

**Spanish:** Asi Se Dice! Level 1

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

**COMPREHENSIVE COURSE LIST**

The following courses are offered at MSA-San Diego; course offerings may be changed based on student interests and needs (e.g., alternative electives, additional remediation courses), as determined by the Principal and teacher leaders.
INSTRUCTIONAL METHODS AND STRATEGIES

As detailed in the preceding sections, our instructional methods and strategies are based on success with similar populations of students and our 18-year history. All MSA-San Diego faculty members use the Understanding By Design (“UBD”) model to backwards plan instruction, including differentiation for students in need of specific supports. As noted in the section on Professional Development, below, we ask all faculty to read the following seminal works: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano’s *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson’s *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov’s *Teach Like A Champion*.

We emphasize integration of the curriculum with cross-disciplinary learning on a daily basis. Teachers strive to make learning relevant and engaging for all students by employing a constructivist, project-based approach. Methods include a frequent emphasis on real world,
practical applications of learning, and employ inquiry, research, reflection, problem-solving, and critical thinking. As they master content, students learn how to learn. Instruction is deeply rooted in thematic integrated instruction, including application-oriented activities such as projects that require students to utilize skills and knowledge from ELA, science, math, history, the arts, computer/technology and more. Often interactive and rooted in collaboration, the approach makes assignments meaningful and engaging and concepts authentic. Technology is integrated throughout the curriculum to ensure students develop the skills needed in college and career.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (‘‘WASC’’)

MSA-San Diego is accredited by WASC through June 2025. MSA-San Diego will follow up and complete all necessary steps for accreditation beyond June 2025.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

MSA-San Diego announces its annual calendar before the beginning of each instructional year. The MSA-San Diego Instructional Calendar and bell schedules exceed the minimum number of minutes as set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MSA-San Diego’s academic year includes 180 instructional days, with 125 regular days, 29 Wednesday “early release” days for teacher professional development and collaboration, and 26 Minimum Days for parent/teacher conferences. At a minimum, teachers attend four MPS-wide professional development days during the school year (two in summer and two during the year) and five additional professional development days held at their school site prior to the beginning of the school year for collaborative planning and training.

Following is a detailed calendar for 2019-20, followed by a more summary draft instructional calendar for the 2020-21 school year.
# Magnolia Science Academy San Diego | 2019-2020 CALENDAR

## Daily Schedules
- **Regular Day (Monday, Tuesday, Thursday, Friday)**: 8:15 am to 3:00 pm
- **Shortened Day (Wednesday)**: 8:15 am to 2:00 pm
- **Minimum Day**: 8:15 am to 12:45 pm

## Key
- ■ = No School
- ■ = Minimum Day
- ▶ = School Event
- ● = Community Event

## January 2020
- 1-3 Winter Break (cont.)
- 6 Staff PD (no school)
- 7 First Day of Spring Semester
- 15 Minimum Day, Staff PD
- 20 M.L. King Day
- 21-24 6th Grade Camp

## February 2020
- 4 PFT Meeting
- 12 Minimum Day, Staff PD
- 14-17 President’s Day
- 21 University Showcases
- 21 Minimum Day, Staff PD
- 31 Progress Report 1
- 24-28 Spring Student-Led Conferences/ESY (Minimum Days)

## August 2019
- 13 Student/Parent Orientation
- 20 1st Day of School
- 20 After School Clubs Fair

## September 2019
- 2 Labor Day
- 3 PFT Meeting
- 6 Open House School Night
- 13 Bingo Night
- 17 Fall Pictures
- 18 Fall Dance
- 27 Minimum Day, Staff PD
- 27 Progress Report 1

## October 2019
- 1 PFT Meeting
- 3-11 Fall Student-Led Conferences (Minimum Days)
- 16 Minimum Day, Staff PD
- 17 Fall Picture Re-Take Core 1
- 21 Campuses Re-Orientation
- 22 Fall Dance

## November 2019
- 3 PFT Meeting
- 8 Minimum Day, Staff PD
- 8 Progress Report 1
- 11 Veteran’s Day
- 13 Minimum Day, Staff PD
- 20 STEM in Your Backyard
- 22 Thanksgiving Family Feast
- 22 Minimum Day, Staff PD
- 26-27 Thanksgiving Break

## December 2019
- 3 PFT Meeting
- 11 Minimum Day, Staff PD
- 13 Winter Band Concert
- 20 Celebration of Science
- 20 Minimum Day, End of 1st Semester, Fall Report Card
- 31 Holiday STEAM Day
- 31-3 Winter Break

## January 2020
- 1-3 Winter Break (cont.)
- 6 Staff PD (no school)
- 7 First Day of Spring Semester
- 15 Minimum Day, Staff PD
- 20 M.L. King Day
- 21-24 6th Grade Camp

## February 2020
- 4 PFT Meeting
- 12 Minimum Day, Staff PD
- 14-17 President’s Day
- 21 University Showcases
- 21 Minimum Day, Staff PD
- 31 Progress Report 1
- 24-28 Spring Student-Led Conferences/ESY (Minimum Days)

## March 2020
- 3 PFT Meeting
- 6 Staff PD (no school)
- 7 Spring Break at 12:00 PM
- 18 Talent Show
- 21 College & Career Night
- 23-27 8th Grade D.C. Week (Tentative)
- 27 Minimum Day, Staff PD
- 30-31 Spring Break
2020-21 MPS ACADEMIC CALENDAR

MSA-San Diego

<table>
<thead>
<tr>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holidays &amp; Breaks</strong></td>
</tr>
<tr>
<td>Independence Day</td>
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<tr>
<td>First Day of Instruction</td>
</tr>
<tr>
<td>Labor Day</td>
</tr>
<tr>
<td>Staff P.D. Day (Pupil Free Day)</td>
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<tr>
<td>Veterans Day</td>
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<tr>
<td>Thanksgiving Break</td>
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<tr>
<td>Last Day of First Semester</td>
</tr>
<tr>
<td>Winter Break</td>
</tr>
<tr>
<td>First Day of Second Semester</td>
</tr>
<tr>
<td>M. L. King Day</td>
</tr>
<tr>
<td>Presidents' Day</td>
</tr>
<tr>
<td>Staff P.D. Day (Pupil Free Day)</td>
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<tr>
<td>Cesar Chavez Day</td>
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<tr>
<td>Spring Break</td>
</tr>
<tr>
<td>Memorial Day</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
</tr>
</tbody>
</table>

# of Instructional Days: 180

**SAMPLE DAILY SCHEDULES**

Students attend from 8:00 a.m. – 3:00 p.m. each day, with early release on Wednesday at 2:00 p.m. on Wednesday for teachers to attend an hour and forty-five-minute professional development and collaborative planning session.

**Monday, Tuesday, Thursday and Friday, Regular Day Sample Schedule**

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>8:15 AM</td>
<td>8:27 AM</td>
<td>ADVISORY</td>
<td>ADVISORY</td>
</tr>
<tr>
<td>1ST Period</td>
<td>8:27 AM</td>
<td>9:18 AM</td>
<td>MATH 6</td>
<td>MATH 7</td>
</tr>
<tr>
<td>2nd Period</td>
<td>9:21 AM</td>
<td>10:12 AM</td>
<td>ENGLISH LANGUAGE ARTS 6</td>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>Nutrition Break</td>
<td>10:12 AM</td>
<td>10:22 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Period</td>
<td>10:25 AM</td>
<td>11:16 PM</td>
<td>INTRODUCTION TO ROBOTICS/ ENGINEERING</td>
<td>HISTORY-SOCIAL SCIENCE 7</td>
</tr>
<tr>
<td>4th Period</td>
<td>11:19 AM</td>
<td>12:10 PM</td>
<td>HISTORY-SOCIAL SCIENCE 6</td>
<td>BAND</td>
</tr>
<tr>
<td>5th Period</td>
<td>12:10 PM</td>
<td>12:40 PM</td>
<td>SSR/ELD</td>
<td>SSR/ELD</td>
</tr>
</tbody>
</table>
PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The Principal establishes a hiring committee that may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant grade or subject from MSA-San Diego. The Home Office staff joins the school-level hiring committee as needed. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers’ classroom management skills and subject competency are observed. In addition, teachers’ technology and computer skills are tested and MSA-San Diego’s years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule is used in the hiring process:
In order to recruit new teachers, the Principal with the support of Human Resources starts advertising on frequently visited websites such as edjoin.org, teachers-teachers.com, MPS Careers website and in local newspapers by the beginning of February. Referrals from MSA-San Diego’s staff and parents will also be taken into consideration.

The hiring committee conducts interviews during the months of February through August to hire the teachers. The hiring committee considers the Charter School’s mission and the target student population in selecting the most qualified teachers for the positions available. (Detailed job descriptions are included in Element 5.)

Professional Development

Professional development occurs at the MPS organizational level and within each school. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-San Diego provides all staff with multiple opportunities to grow professionally. MSA-San Diego assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with ongoing improvement planning (i.e., the annual LCAP update), MSA-San Diego determines common staff development days, and tailors staff development to individual staff needs.

Professional Learning Communities (“PLCs”)

MSA-San Diego is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans in our Single Plan for student Achievement, the answers to the following questions are studied in PLCs:

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

We use PLCs to:

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

As an implementation of the PLC at MSA-San Diego, all staff read educational literature and make informed recommendations for school and system-wide improvement. The staff produce
an annual reading list recommended by the PLCs. The following literature are required on MSA-San Diego’s staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano’s *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson’s *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov’s *Teach Like A Champion*.

**School-wide Meetings and Professional Development Activities**

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

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

**Grade Level Staff Meetings**
Grade level teachers meet once a month and collaborate on the issues below:
- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, MTSS, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Instructional field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

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

**Wrap Up Meetings**
MSA-San Diego staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention
programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

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

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

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

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

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

**Ongoing Professional Development Program for Special Education**
MSA-San Diego conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-San Diego’s Education Specialists (SpEd Teachers) train the staff on the IEP documentation and how to implement accommodations and modifications in a general
education classroom. Our Education Specialists attend workshops and trainings provided by the District/County and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-San Diego conducts quarterly training sessions about special education. Education Specialists and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute (“CPI”), prior to placement in the classroom.

MEETING THE NEEDS OF ALL STUDENTS

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

<table>
<thead>
<tr>
<th>Inclusive Academic Instruction</th>
<th>Inclusive Behavior Instruction</th>
<th>Inclusive Social-Emotional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a comprehensive assessment system</td>
<td>Identify a comprehensive assessment system</td>
<td>Identify a comprehensive assessment system</td>
</tr>
<tr>
<td>Create and utilize teams</td>
<td>Create and utilize teams</td>
<td>Create and utilize teams</td>
</tr>
<tr>
<td>Provide universal academic supports</td>
<td>Provide universal behavior supports</td>
<td>Provide universal social-emotional supports</td>
</tr>
<tr>
<td>Provide supplemental interventions and supports</td>
<td>Provide supplemental interventions and supports</td>
<td>Provide supplemental interventions and supports</td>
</tr>
<tr>
<td>Provide intensified interventions and supports</td>
<td>Provide intensified interventions and supports</td>
<td>Provide comprehensive social-emotional development supports</td>
</tr>
<tr>
<td>Develop guideline to implement curriculum with universal design for learning (UDL)</td>
<td>Provide comprehensive behavior supports</td>
<td></td>
</tr>
</tbody>
</table>

All Means All

Adapted with permission from: SWIFT Education Center. (2016). MTSS PlaceMat. Lawrence, KS. swiftschools.org
To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-SD recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-SD implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. School site Deans and upper level academic coaches lay a foundation to engage students and enhance learning. With the support of this grant initiative, our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

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

MSA-San Diego utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods, and learn how they can participate in helping with their child’s education. Parent-teacher meetings at the school are followed by home visits as needed.

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

Various implementations are used. Implementation strategies may include:

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

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill’s publisher resources, Curriculum Associates’ Ready Common Core program, Khan Academy, Accelerated Reader and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-San Diego has Teacher Assistants on all levels to support overall achievement.
Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

**Intervention Cycle and Process**

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

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

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

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

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

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

**Targeted Interventions**
Targeted interventions are utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and Study Skills classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

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

- Study Skills (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR (see Course Description above)

Pull out supports are utilized to support students who require additional academic support.

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

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

- All interventions listed above
- **Push-in and Pull-out support**: Education Specialists provide push-in and pull-out support in core classes. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- **Study Skills classes**: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- **Instructional aides in the classroom**: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school’s Positive Behavior Interventions and Support (“PBIS”).
- **Saturday School**: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- **Learning Center**: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and other staff. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

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

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

**Equitable Access to the Curriculum**

MSA-San Diego utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

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

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

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

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

**English Learners**

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

MSA-San Diego endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MSA-San Diego also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.
MSA-San Diego provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research (<10 years), as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

<table>
<thead>
<tr>
<th>Source</th>
<th>Year</th>
<th>Summary</th>
</tr>
</thead>
</table>
| The Understanding Language District Engagement Subcommittee at Stanford University | 2012 | 1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.  
2. Instruction leverages ELs’ home language(s), cultural assets, and prior knowledge.  
3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.  
4. Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.  
5. Instruction fosters ELs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.  
6. Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices. |
| Research to Guide English Language Development Instruction by Saunders & Goldenberg | 2010 | 1. Providing ELD instruction is better than not providing it.  
2. ELD instruction should include interactive activities, but they must be carefully planned and carried out.  
3. A separate block of time should be devoted daily to ELD instruction.  
4. ELD instruction should emphasize listening and speaking although it can incorporate reading and writing. |
<table>
<thead>
<tr>
<th>Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:</td>
<td></td>
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<tr>
<td>• An LTEL program must emphasize urgency, acceleration, and focus.</td>
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<tr>
<td>• School must address the distinct needs of LTELs.</td>
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<tr>
<td>• LTELs need both language development and literacy development.</td>
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</tr>
<tr>
<td>• Language development and academic gaps must be addressed across the curriculum.</td>
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<tr>
<td>• An LTEL program should support home language development.</td>
<td></td>
</tr>
<tr>
<td>• LTELs need a rigorous curriculum.</td>
<td></td>
</tr>
<tr>
<td>• LTELs need invitation, support, and insistence that they become active participants in their own education.</td>
<td></td>
</tr>
<tr>
<td>• An LTEL program should recognize the importance of positive relationships between the students and school staff.</td>
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<tr>
<td>5. ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).</td>
<td></td>
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<tr>
<td>6. ELD instruction should integrate meaning and communication to support explicit teaching of language.</td>
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<tr>
<td>7. ELD instruction should provide students with corrective feedback and form.</td>
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<tr>
<td>8. Use of English should be maximized during ELD instruction; the primary language should be used strategically.</td>
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<tr>
<td>9. Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.</td>
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<tr>
<td>10. ELD instruction should emphasize academic language as well as conversational language.</td>
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</tr>
<tr>
<td>11. ELD instruction should continue until students reach Level 5.</td>
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</tbody>
</table>
An LTEL program should encourage full integration with other students and with the school.

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

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

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

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

The State Board of Education’s approved guidelines for the HLS responses are as follows:
- If the answer to all four questions is “English” then the child is classified as “English Only” (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given an English language proficiency exam.
- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school’s discretion.

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

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

**Assessment of English Learners**

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

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

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

**Annual Assessment of Students:** Students who are classified as ELs will be tested annually using the ELPAC Summative Assessment (“SA”). This ELP test will be administered during the Spring test administration window.

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

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

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

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

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

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

Placement of English Learners - Structured English Immersion Program

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

Designated English Language Development

Designated ELD is defined by the California ELD Framework as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” Depending on the EL student’s ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core classes. The following program description is the minimum we provide at MSA-San Diego. Depending on the student’s ELD level we provide additional support
to our English Learners, as long as it does not interfere with the student’s overall academic enrichment, or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

<table>
<thead>
<tr>
<th>Eligible Students</th>
<th>Program Description</th>
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</table>
| ELD Levels 1-2    | • EL students who are ELD Levels 1-2 receive one period of designated ELD.  
ELs with “minimally” or “somewhat developed” proficiency in English  
• This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas.  
• Teacher differentiates language instruction based on ELD levels and proficiency descriptors.  
• Primary curriculum used is the designated component of McGraw Hill’s ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge. |
| ELD Levels 3-4    | • EL students who are ELD Levels 3-4 receive designated ELD in their core classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.  
ELs with “moderately” or “well developed” proficiency in English  
• This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner.  
• Teacher differentiates language instruction based on ELD levels and proficiency descriptors.  
• Core teachers work with the site-level EL Coordinator/Dean of Academics to determine which domains each student should focus on in order to reclassify.  
• Primary curriculum used is the designated component of McGraw Hill’s ELA and Math curriculum, used in conjunction with supplemental programs such as No Red Ink. |

**Integrated English Language Development**

Integrated ELD is defined by the California ELD Framework as “ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.”
At MSA-San Diego, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, MSA-San Diego EL Coordinator/Dean of Academics provides regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

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

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

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

**Newcomers and Long-Term English Learners**

**Newcomers:** A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MSA-San Diego, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student’s English language proficiency, he/she may be placed in a designated ELD class, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPOP ESL, No Red Ink, and NewsELA. When possible, MSA-San Diego will strive to obtain tutors that speak the student’s native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MSA-San Diego will have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.
Newcomers are expected to make progress in their ELP of one level per year at MSA-San Diego. Newcomers are carefully monitored for growth by the MSA-San Diego EL Coordinator/Dean of Academics. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level EL Coordinator/Dean of Academics will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

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

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

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

At the beginning of the school year, the MSA-San Diego EL Coordinator/Dean of Academics and other school leaders will determine who the LTEL students are and mark them in the student information system. They will review redesignation data and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student’s growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.
LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) will be placed in a specialized Study Skills course for one semester (may be provided in a pull-out model). This class does not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student’s progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

Data will be reviewed and the student will work with the coordinator to create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

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

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

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

**Monitoring English Learner Progress**

English Learners at MSA-San Diego are monitored through ELD portfolios, which are maintained by the classroom teacher and monitored monthly by the EL Coordinator/Dean of Academics. ELD portfolios will contain the following documents:

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

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

Schedule for progress monitoring:

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

**Reclassification of English Learners**

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

<table>
<thead>
<tr>
<th>Grades 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Proficiency Assessment</strong></td>
</tr>
</tbody>
</table>
Basic Skills Assessment

<table>
<thead>
<tr>
<th>NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Gr. 6</td>
</tr>
<tr>
<td>Gr. 7</td>
</tr>
<tr>
<td>Gr. 8</td>
</tr>
</tbody>
</table>

~OR~

C: ELA/Literacy score of 2 (Nearly Met) or above

Teacher Evaluation

Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.

Parent Consultation

Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child’s eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site.

The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting.

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

Staff Qualifications and Professional Development Plan

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

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

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

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

**MSA-San Diego EL Coordinator/Dean of Academic’s responsibilities include:**
- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.
Monitor the creation and maintenance of an ELD portfolio for each EL student to monitor and showcase progress.

- Regularly communicate with staff regarding the progress of ELs.
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS EL Coordinator’s responsibilities include:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train EL Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

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

- ELD workshops for teachers at the MPS Summer In-Service.
- Overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all MPS schools.
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
• All core teachers will attend at least one third-party ELD training per year (this may be done off or on site...for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
• The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors’ Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders.
• When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
• The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators per year. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
• Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
• The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
• The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Evaluating Program Effectiveness
The Charter School will use ELPAC results, along with scores on Smarter Balanced ELA/Literacy tests, MAP tests, teacher evaluations, and parent consultations to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. MSA-San Diego admin team will be required to:
• Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
• Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
• Conduct regular classroom walkthroughs to ensure that ELD and CHATS/SIOP/SDAIE/GLAD instruction or support are being delivered in the manner outlined in the master plan
• Identify, design, and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
• Utilize multiple sources of data to monitor EL program implementation
• Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
• Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
• Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
• Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

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

**Gifted and Talented Students and Students Achieving Above Grade Level**

MSA-San Diego is committed to supporting gifted and highly capable students in a safe, caring environment that promotes a college preparatory, STEAM education. Within all classes, teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential.

The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group. School site academic administrators monitor student progress through our SIS system.

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

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

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

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.
To identify students who are gifted, MSA-San Diego administers the *Otis-Lennon School Ability Test (OLSAT)*. Students are assessed for GATE in 6th grade. The OLSAT is a multiple-choice test that is comprised of both verbal and nonverbal questions, used to measure a child’s critical thinking and reasoning skills. Students will need to perform well in the following areas:

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

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

Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. In secondary grades, students who demonstrate high achievement, interest and/or ability are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research.

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

- **Math:** Mathematics Competitions and International Mathematics Olympiad
- **Science:** Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair
- **Computer and Technology Related:** Lego® Robot Design, FIRST Robotics Competition, VEX Robotics

**Students Achieving Below Grade Level**

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

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

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

**Socio-Economically Disadvantaged/Low Income Students**

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

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

**Students with Disabilities**

MSA-San Diego is committed to meeting the needs of all of our students with disabilities, and pledges to work in cooperation with the San Diego County Office of Education (“SDCOE”) and the El Dorado County Charter Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. MSA-San Diego will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the
Americans with Disabilities Act ("ADA"), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, MSA-San Diego will comply with SDCOE and SELPA guidelines and all California laws pertaining to students with disabilities.

MSA-San Diego has the overarching goal of creating classrooms that reflect the natural diversity present in the surrounding community with respect to ability, socioeconomic status, language, and culture. No admission decision for MSA-San Diego will in any way be based upon a student’s disability or special education status. Information about a student’s disabilities, including special education or Section 504 status, will not be included on any enrollment applications, and will not be taken into account in determining whether a student will be admitted to MSA-San Diego. There are no quotas or admission spots reserved for students with or without disabilities; rather, MSA-San Diego supports all students attending the school according to their particular learning needs and in full accordance with the IDEA, Section 504, the ADA, and any other state or federal civil rights law.

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

**SELPA Affiliation**

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

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

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

**Child Find**

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

As noted above, MSA-San Diego will implement an MTSS framework, prior to referring a child for an evaluation under IDEA. However, MSA-San Diego shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying
or denying this identification. A parent/guardian or MSA-San Diego staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that student for a formal special education assessment. MSA-San Diego may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

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

**Referral for Assessment**

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

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

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

**Assessment**

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

Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

MSA-San Diego will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

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

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s eligibility for special education. MSA-San Diego will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

**Development and Implementation of IEP**

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

MSA-San Diego shall be solely responsible for ensuring that all aspects of the IEP are provided. MSA-San Diego will provide modifications and accommodations outlined within each individual’s IEP and serve each student in the Least Restrictive Environment (“LRE”).

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

The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one Education Specialist (SpEd Teacher);
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

MSA-San Diego will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent’s home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian’s written consent, the IEP will be implemented by MSA-San Diego. The IEP will include all required components and be written on SELPA forms.

The student’s IEP will include the following:

- A statement of the student’s present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student’s current level of performance and appropriately ambitious for his/her circumstances. The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student’s progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.
IEP meetings will be held according to the following schedule:
- Yearly to review the student’s progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent’s request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When MSA-San Diego seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability.

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

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

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

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

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

**Interim and Initial Placements of New Charter School Students**

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

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

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

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

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

**Staffing**

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

MSA-San Diego currently employs three Education Specialists (SpEd Teachers) with specialization in mild/moderate disabilities and also specialization in moderate/severe disabilities. In partnership with the Principal, these teachers will ensure the implementation of IEPs and compliance with all special education policy, monitoring, and compliance procedures. MSA-San Diego will continue to employ an appropriate mix of mild/moderate and
moderate/severe as appropriate for the student population it serves as dictated by the needs indicated on student IEPs.

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

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

Professional Development for Charter School Staff
MSA-San Diego administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

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

Reporting
MSA-San Diego, in collaboration with the District or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:
- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
• The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
• The basis of exit from MSA-San Diego of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

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

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

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

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. MSA-San Diego work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

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

Complaint Procedures
Parents or guardians also have the right to file a complaint with SDUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.
Section 504 of the Rehabilitation Act

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

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

MSA-San Diego will designate one employee to coordinate the school’s compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal-designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.
If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

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

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

**Students in Other Subgroups**

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

**Education for Foster Youth**

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

As detailed in our "Education for Foster Youth Policy," in order to help facilitate the enrollment, placement, and transfer of foster youth to MSA-San Diego, we have designated the Principal as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the “best interests” of the foster youth.
Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth has equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all MSA-San Diego students. MPS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. MPS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

Education for Homeless Youth
MSA-San Diego refers to “homeless youth” as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youth who (42 USC 11434 (a)):

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

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

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

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

If prospective sixth grade students spent a day visiting MSA-San Diego, they would notice students on campus before school began, from about 7:30 a.m. to 8:10 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 (8:15 a.m.), they would see students heading toward their classrooms.

These prospective students would observe enthusiasm in both the teachers and students. Visitors would see students in a math lesson (or any other class) where the teacher is working with half the students while the rest are working online utilizing the Summit Learning Platform. In a science class, the teacher leads a class discussion to develop theories based on a specific inquiry for the upcoming lab. In the Advanced Math class, students are tackling math brain teasers in groups. Another class is conducting an electrolysis experiment and observing the production of hydrogen gas from water. Students are using STEAM and writing skills in hands-on projects that reinforce their learning. They would see sixth graders singing about the life cycle of a frog, and other sixth graders describing the ecosystem of the desert to their peers, some in Spanish. Visitors would see students were having fun and were engaged as they learned.

The prospective sixth graders would be intrigued by how the teachers used fun technology to explain things. One teacher would be seen introducing a poem about a pond through a PowerPoint with pictures of the pond, pond creatures and even a picture of the author when he was a kid and playing in a pond. Then she would use a smart board to show her students information on the web about the author, with the class continuing to research links on the web and read more about the author and his other poems. The student might even hear a rhythm coming from the hallways and leading to a class where the band class is taking place. The prospective student would walk in and see the students learning how to play certain instruments from guitar to piano as well as see students learning the history of musical compositions.

What the prospective student visitors might see but not been able to put into words is that teachers were using the inquiry-based method:

- Open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations)
- Student responses and questions
- Student collaboration designing experiments or methods of inquiry
- Team experiments “data” gathering
- Student presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)
At lunch, they would observe all students practicing proper manners and good dining skills, and conversations taking place at an appropriate volume. A balanced lunch is provided, through the federal meals program, and students are encouraged to drink plenty of water. Visitors might see one of our frequent guest presenters during the lunch hour.

The after-school program is similarly appealing to visitors. The prospective new students would see students staying after school from 3:00 p.m. and 4:00 p.m. to participate in clubs, prepare for local, national and/or international competitions, and access free tutoring by teachers, volunteers and advanced students. By the time the visiting students leave for home, teachers would be engaged in discussion with parents/guardians regarding the progress of their children and cooperative strategies and action plans.
ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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

MSA-San Diego will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. MSA-San Diego will 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.

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

As a California charter school, MSA-San Diego assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. MSA-SD will pursue the following school-wide and student group outcome goals, based on the state priorities detailed in California Education Code § 52060(d)(2)-(8). Student performance and achievement of school-wide, student group and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 52052, for each of the state priorities identified in California Education Code § 52060(d)(2)-(8), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, MSA-SD’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (“LCAP”) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions MSA-SD anticipates at this point in time.

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
<th>GOAL #1</th>
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All students will pursue academic excellence and be college/career ready.

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

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

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<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>100%</td>
<td>100%</td>
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Outcome #2: Students will have sufficient access to standards-aligned instructional materials.
**Metric/Method for Measuring:** Percentage of students who will have sufficient access to standards-aligned instructional materials

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<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>100%</td>
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**Outcome #3:** Items on facility inspection checklists will be in compliance/good standing.

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

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>90%</td>
<td>≥90%</td>
<td>≥90%</td>
<td>≥90%</td>
<td>≥90%</td>
<td>≥90%</td>
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**Outcome #4:** Charter School will provide implementation of state standards for all students.

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

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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**Outcome #5:** All student groups will meet or exceed their proficiency targets on the CAASPP-ELA/Literacy assessments.

**Metric/Method for Measuring:** Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 6-8)

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<tr>
<td>All Students (Schoolwide)</td>
<td>61.08%</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
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<tr>
<td>English Learners</td>
<td>5.56%</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
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<tr>
<td>Socioeco. Disadv./Low Income Students</td>
<td>40.91%</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
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<tr>
<td>Students with Disabilities</td>
<td>21.95%</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
</tr>
<tr>
<td>Homeless Students</td>
<td>*</td>
<td>*</td>
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<td>*</td>
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<tr>
<td>Latino Students</td>
<td>46.61%</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
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<tr>
<td>White Students</td>
<td>67.55%</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
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<tr>
<td>Two or More Races</td>
<td>69.23%</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
<td>3 percentage points up from prior year</td>
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**Outcome #6:** All student groups will show growth on the CAASPP-ELA/Literacy assessments.

**Metric/Method for Measuring:** Change in Average Distance from Standard on CASSPP-ELA/Literacy assessments (Grades 6-8)

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>22.4 points above standard</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
</tr>
<tr>
<td>English Learners</td>
<td>12.7 points below standard</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
</tr>
<tr>
<td>Socioeco. Disadv./Low Income Students</td>
<td>10.7 points below standard</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>52.8 points below standard</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
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<tr>
<td>Homeless Students</td>
<td>*</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
</tr>
<tr>
<td>Latino Students</td>
<td>0.7 points below standard</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
</tr>
<tr>
<td>White Students</td>
<td>32.2 points above standard</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
<td>3 points up from the prior year</td>
</tr>
</tbody>
</table>
### Outcome #7: All student groups will meet their growth targets on the Reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

**Metric/Method for Measuring:** Percentage of students meeting their growth targets on the MAP-Reading assessment

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>60%</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
</tr>
<tr>
<td>English Learners</td>
<td>33%</td>
<td>5 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Socioeco. Disadv./Low Income Students</td>
<td>54%</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>50%</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Latino Students</td>
<td>58%</td>
<td>2 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
</tr>
<tr>
<td>White Students</td>
<td>56%</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
</tr>
</tbody>
</table>

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

**Metric/Method for Measuring:** Percentage of students performing proficient on the CAASPP-Mathematics assessments

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Socioeco. Disadv./Low Income Students</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Latino Students</td>
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<tr>
<td>White Students</td>
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</tbody>
</table>
Outcome #9: All student groups will show growth on the CAASPP-Mathematics assessments.

**Metric/Method for Measuring:** Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 6-8)

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>8.5 points above standard</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
</tr>
<tr>
<td>English Learners</td>
<td>24.6 points below standard</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
</tr>
<tr>
<td>Sociocon. Disadv./Low Income Students</td>
<td>35.7 points below standard</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>61.0 points below standard</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
<td>3 points up from prior year</td>
</tr>
<tr>
<td>Homeless Students</td>
<td>*</td>
<td>*</td>
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</tr>
<tr>
<td>All Students (Schoolwide)</td>
<td>31%</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
</tr>
<tr>
<td>English Learners</td>
<td>17%</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>26%</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>7%</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
</tr>
<tr>
<td>Latino Students</td>
<td>22%</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
</tr>
<tr>
<td>White Students</td>
<td>55%</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
<td>1 percentage points up from the prior year</td>
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</table>

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

**Metric/Method for Measuring:** Percentage of students meeting their growth targets on the MAP-Mathematics assessment.
**Outcome #11:** EL students will make annual progress in learning English as measured by the ELPAC.

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

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</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>84.6%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
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</table>

**Outcome #12:** EL students will be reclassified annually.

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

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</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>22%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
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</table>

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

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

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>90%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
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</table>

**GOAL #2**

All students will become independent, innovative scholars.

**Related State Priorities:**

- ☐ 1
- ☐ 4
- ☒ 7
- ☐ 2
- ☐ 5
- ☒ 8
- ☐ 3
- ☐ 6

**Local Priorities:**

- ☐
- ☐

Specific Annual Actions to Achieve Goal
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

### Expected Annual Measurable Outcomes

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

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

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<tbody>
<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</table>

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

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

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

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

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

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<tbody>
<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
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<td>10%</td>
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</table>

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

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

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<tr>
<td>All Students (Schoolwide and all subgroups)</td>
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</table>
Outcome #5: Students will create or demonstrate a STEAM focused project, experiment, model or demo.

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

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<tbody>
<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>90%</td>
<td>&gt;90%</td>
<td>&gt;90%</td>
<td>&gt;90%</td>
<td>&gt;90%</td>
<td>&gt;90%</td>
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GOAL #3

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

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

Local Priorities:
☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students’ grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
- Charter School will annually administer school experience surveys to students, parents, and staff.

Expected Annual Measurable Outcomes

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

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

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<tbody>
<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>4</td>
<td>≥4</td>
<td>≥4</td>
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<td>≥4</td>
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</tbody>
</table>

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

Metric/Method for Measuring: Number of ELAC meetings per year
### Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings.

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

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<tbody>
<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>4</td>
<td>≥4</td>
<td>≥4</td>
<td>≥4</td>
<td>≥4</td>
<td>≥4</td>
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### Outcome #4: Charter School will hold activities/events for parent involvement.

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

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<tbody>
<tr>
<td>All Students (Schoolwide and all subgroups)</td>
<td>8</td>
<td>≥5</td>
<td>≥5</td>
<td>≥5</td>
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### Outcome #5: Teachers will update SIS records daily/weekly.

**Metric/Method for Measuring:** Frequency of SIS record updates

|---------------------------|-----------------|------------|------------|------------|------------|---------|

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

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

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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### Outcome #7: Charter School’s students will be home-visited by the teachers.

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

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>17%</td>
<td>≥17%</td>
<td>≥17%</td>
<td>≥17%</td>
<td>≥18%</td>
<td>≥19%</td>
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### Outcome #8: Charter School will maintain a high ADA.

**Metric/Method for Measuring:** ADA rate

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>96%</td>
<td>≥96.5%</td>
<td>≥96.5%</td>
<td>≥96.5%</td>
<td>≥97%</td>
<td>≥97%</td>
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</tbody>
</table>
### Outcome #9: Charter School will maintain a low chronic absenteeism rate.

**Metric/Method for Measuring:** Chronic Absenteeism Rate

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>7.3%</td>
<td>≤6%</td>
<td>≤6%</td>
<td>≤6%</td>
<td>≤6%</td>
<td>≤6%</td>
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### Outcome #10: Charter School will maintain a low middle school dropout rate.

**Metric/Method for Measuring:** Middle School Dropout rate

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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### Outcome #11: Charter School will maintain a low student suspension rate.

**Metric/Method for Measuring:** Student suspension rate

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>2.3%</td>
<td>≤2%</td>
<td>≤2%</td>
<td>≤1%</td>
<td>≤1%</td>
<td>≤1%</td>
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</table>

### Outcome #12: Charter School will maintain a low student expulsion rate.

**Metric/Method for Measuring:** Student expulsion rate

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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### Outcome #13: Charter School will maintain high participation rates in the school experience surveys of students, parents, and staff.

**Metric/Method for Measuring:** School experience survey participation rates

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>Students: 89.2%</td>
<td>≥85%</td>
<td>≥85%</td>
<td>≥85%</td>
<td>≥85%</td>
<td>≥85%</td>
</tr>
<tr>
<td></td>
<td>Parents: 55.4%</td>
<td>≥55%</td>
<td>≥55%</td>
<td>≥55%</td>
<td>≥55%</td>
<td>≥55%</td>
</tr>
<tr>
<td></td>
<td>Staff: 88.2%</td>
<td>≥85%</td>
<td>≥85%</td>
<td>≥85%</td>
<td>≥85%</td>
<td>≥85%</td>
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### Outcome #14: Charter School will maintain high approval rates in the school experience surveys of students, parents, and staff.

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

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>Students:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Parents:</td>
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<tr>
<td></td>
<td>Staff:</td>
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</tbody>
</table>
All Students (Schoolwide)  

<table>
<thead>
<tr>
<th></th>
<th>Students:</th>
<th>Parents:</th>
<th>Staff:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>53%</td>
<td>≥60%</td>
<td>≥80%</td>
</tr>
<tr>
<td></td>
<td>≥60%</td>
<td>≥80%</td>
<td>≥80%</td>
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<td>≥60%</td>
<td>≥80%</td>
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</tbody>
</table>

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

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

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

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

These goals and our progress toward goals communicated regularly with our entire school community via our website, meetings and newsletters sent home.
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE AND SUMMATIVE ASSESSMENTS

As detailed in the LCFF tables presented in Element 2, MSA-San Diego implements numerous formative and summative assessment tools to measure pupil outcomes aligned with the state priorities; the information gathered and reported to stakeholders (see below) is consistent with the way information is reported in the Charter School’s annual School Accountability Report Card (SARC). 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-San Diego’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-San Diego are held accountable by the MPS Board of Directors for meeting student outcome goals.

The measures that are used to assess student progress include all state-mandated standardized tests such as the CAASPP/CAA and CAST. MSA-San Diego also uses the Smarter Balanced Interim Benchmark Assessments and Block Assessments approximately five times a year that are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. The Smarter Balanced Interim Assessments22 are specifically designed to provide the following:

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

MSA-San Diego administers both the Interim Comprehensive Assessments (“ICAs”) and Interim Assessment Blocks (“IABs”) to assess student learning and inform instruction.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year. As explained above in Element 1, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE’s website), curriculum based assessments, and teacher-designed tests. For students achieving substantially below grade level, we use

22 http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp
educational materials that provide review and re-teach programs. McGraw Hill’s publisher’s resources, Curriculum Associates’ Ready Common Core program\(^{23}\) programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/frameworks which have not been achieved. All formative assessments are given through McGraw-Hill publishers teachers can access them online as well as their Teacher Manuals. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose/Performance Expectations</th>
<th>Grade</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally-Created Tests and Performance Tasks</td>
<td>Measure standards mastery across all courses/subjects.</td>
<td>6-8</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>(presentations, papers, experiments, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher-Designed Assessments</td>
<td>Assess mastery of unit/lesson content.</td>
<td>6-8</td>
<td>End of unit/end of semester or year.</td>
</tr>
<tr>
<td>CAASPP/California Alternate Assessments (CAA)</td>
<td>State Criterion-Based Assessment in ELA and Math</td>
<td>6-8</td>
<td>In May</td>
</tr>
<tr>
<td>California Science Test (CAST)</td>
<td>State Criterion-Based Assessment in Science</td>
<td>8</td>
<td>In May</td>
</tr>
<tr>
<td>NWEA MAPs</td>
<td>National Normed-Referenced assessments in ELA and Math</td>
<td>6-8</td>
<td>September, December (optional), and June</td>
</tr>
<tr>
<td>ELPAC</td>
<td>Measure language acquisition</td>
<td>6-8</td>
<td>Initial: within 30 days of enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annual: February to May</td>
</tr>
<tr>
<td>SBAC /Interim Assessment Blocks</td>
<td>To support teaching and learning throughout the year</td>
<td>6-8</td>
<td>Throughout the year</td>
</tr>
<tr>
<td>SBAC Interim Comprehensive Assessment Block</td>
<td>Designed to provide meaningful information for</td>
<td>6-8</td>
<td>February</td>
</tr>
</tbody>
</table>

\(^{23}\) The Charter School reserves the right to utilize alternate [resources/curriculum/vendors/providers/etc.] as long as consistent with applicable law and the needs of the Charter School, and as adopted by the Charter School administration and/or MSA Board of Directors, as applicable.
Gauging Student Progress

| PFT/FITNESSGRAM | To assist students in establishing lifetime habits of regular physical activity | 7 | February to May |

**DATA ANALYSIS AND REPORTING**

As discussed extensively in Element 1, teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-San Diego utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state priorities. Assessments are aligned to the Charter School’s mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long-range planning of the Board of Directors.

The Charter School’s staff, led by the Dean of Academics, department chairs, and intervention/enrichment coordinator, collects, analyzes and reviews the results of school-wide assessments and recommend modifications, if they are needed, to the Charter School’s curriculum and other programs at the end of every semester. Stakeholders are engaged in reviewing this data as part of the annual strategic planning and reporting processes, including annual LCAP updates, goal setting and resource allocations.

All parents are apprised of their students’ progress through quarterly report cards issued for all grade levels. The Charter School records grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-San Diego has computers on campus available for parent use.

**ILLUMINATE: MSA-SAN DIEGO’S SCHOOL INFORMATION SYSTEM**

MSA-San Diego uses Illuminate or equivalent for its internal school information system. Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables MSA-San Diego administrators to create and print any reports within seconds. The system can produce more than 100 pre-designed reports including CA State Average Daily Attendance and CalPADS reports as well as empowering administrators to easily design reports customized to their needs. Illuminate or equivalent is a great asset to MPS such that:

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

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

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

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

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

MSA-San Diego follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses. A
In middle school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a “C” (=2.0) to earn credit for the course.

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

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the Charter School administration determines that retention is not the appropriate intervention for the student’s academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies.
ELEMENT 4: GOVERNANCE

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

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

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

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

MPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. MPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, including the Public Records Act (Government Code section 6250 et seq.), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), the Brown Act (Government Code sections 54950 et seq.), and the requirements described at Government Code Section 1090 et seq., along with the Charter Schools Act (Education Code Section 47604.1, effective January 1, 2020), and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. MPS shall not have any employees on its Board of Directors.

MPS has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. MPS shall review, revise and maintain that Code as current throughout the term of the Charter, and shall require all affected MPS officers, employees, representatives, consultants, and governing board members to comply therewith.
MSA-San Diego shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC), as applicable to the Charter School.

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

GOVERNANCE STRUCTURE

Nonprofit Public Benefit Corporation

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

Organizational Charts

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

(A school site organizational chart is included below.)

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

BOARD OF DIRECTORS

The MPS Board of Directors ("Board") is responsible for overseeing MSA-San Diego’s operation and governance. The Board is responsible for hiring and supervising the CEO. (See below for further details about the Board’s role and operation.)

MAGNOLIA PUBLIC SCHOOLS HOME OFFICE ("HOME OFFICE")

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

- **Academics**
  - Academic standards, assessment, compliance and evaluation
  - Curriculum
  - Professional development and coaching
  - Special Education support
  - English Learner support
  - Gifted and Talented and special programs support
  - Science and blended learning advisory

- **Operations**
  - Governance support
  - Finance and accounting
  - Purchasing and contract compliance
  - Policies and procedures management
  - Legal
  - Facilities
  - Risk management
  - Information technology and data management
  - Auditing and compliance
  - Regional school site operational support

- **Talent**
  - Human resources operations
  - Recruitment and hiring
  - Credentials and qualifications oversight
  - Leadership development and career path support

- **External Relations**
  - Family and community engagement
  - Facilitation of school site governance councils and LCAP management
  - Development
  - Communications

**Chief Executive Officer/Superintendent (“CEO”)**

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

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

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

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

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

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

**General Counsel and Director of Facilities**
The General Counsel and Director of Facilities is responsible for working with architects, developers and consultants on the acquisition, design and construction of new facilities; planning, budgeting and project managing capital and tenant improvements; negotiating and managing leases; and managing relationships with landlords. The General Counsel and Director of Facilities also reviews vendor contracts.

**Director of Student Services**
The Director of Student Services is responsible for the effective coordination, delivery, evaluation and refinement of student services throughout MPS schools, and for ensuring that all programs are aligned with the outcomes for student success. Student services programs include student health services, psychological services, social work services, guidance services, and other student services. The Director of Student Services coordinates the administration, implementation, and evaluation of the MTSS, Positive Behavioral Support Program, Restorative Justice Implementation and support Charter School Deans to create a positive school climate. The Director of Student Services work collaboratively with all stakeholders to plan and support the implementation of MSA-Bell’s Discipline Policy to create a culture shift that utilizes a restorative framework.

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

**Director of Development and Communications**
The Director of Development and Communications oversees initiatives to raise funds and strengthen the organization’s relationships with its supporters. Working closely with the CAO and CEO, the Director of Development and Communications directs all areas of development and communications for MPS. This position is primarily responsible for developing and rolling out effective and efficient programs that identify, cultivate, track and solicit prospective government, and private and family foundation sources for gifts to fund the organization’s identified priorities. Additionally, the Director of Development and Communications ensures that Magnolia’s communication efforts complement strategic goals and priorities, particularly regarding development, and marketing and closely support the MPS mission of providing a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

**Director of Human Resources**
The Director of Human Resources is responsible for executing the direction of human resources operations and support across all employee types including faculty and non-faculty employees.
This includes interpretation of MPS HR policies, providing consultation and advice on HR issues and concerns, and implementing HR strategies and plans within the MERF.

**Director of Special Education and Support Services**
This position plans, organizes, directs, and manages the Special Education Division within MPS; formulates programs and policies; coordinates and oversees services provided by the Home Office to all MPS schools; directs the development and implementation of in-service training programs; provides interpretation and guidance of compliance to laws; coordinates special programs/services; and manages and coordinates related services. This position also makes decisions of critical consequence, impacting recommendations and development of new or revised policies, procedures, and program services; has responsibility for providing services and support to all MPS schools; most frequently meets with the CAO along with other administrators and internal staff for the purpose of planning and directing activities, implementing decisions, justifying and defending decisions, and negotiating or settling significant and/or controversial issues. Responsibilities include direct and indirect supervision of professional, technical, and clerical personnel and related service providers.

**Director of Math Programs**
Reporting to the CAO, the Director of Math Programs supports all staff in the implementation of the MPS’ math programs and curriculum at all school sites. The Director of Math Programs works directly with school administrators and teachers in Magnolia Public Schools providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The director focuses on enhancing teachers’ ability to provide instruction that builds students’ sense of engagement in the ownership of learning. The Director of Math Programs will also work with administrators, instructional coaches, and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

**Director of Data Systems & Analytics**
The Director of Data Systems & Analytics oversees all academic and demographic data management at MPS; creates systems for data collection, storage, and analysis; oversees academic assessment systems; maintains and utilizes SIS and other academic software; assists with educational technology implementation and training. The Director of Data Systems & Analytics reports to the Chief Accountability Officer.

**Current Organizational Chart of MSA-San Diego**

School site personnel report to Principal who, in turn, reports to the Home Office COO. The COO ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the MPS Charter Schools.
While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-San Diego:

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

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The current Board consists of eight dedicated individuals. Each member of the Board has been carefully chosen for his/her passion and commitment to the MPS vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of MPS. No current employees may serve on the Board of Directors.

Each director shall hold office for five (5) years and until a successor director has been designated and qualified. Board terms are renewable upon mutual consent between the Board and the member. MPS’s governance structure provides for staggered terms; this is accomplished through our Bylaws by appointing members of the Board at different times and for staggered terms.

In accordance with the Bylaws, all directors are designated by a vote of the existing Board of Directors. Any vacancy occurring on the Board of Directors shall be filled in accordance with the Bylaws. Any member of the community may refer a potential candidate to the Board. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors. This Nominating Committee shall make its report and forward it to each board member with a list of all candidates nominated by the committee. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, community engagement and more. The Board is committed to maintaining community representation on the Board (e.g., persons who live within the communities where our schools reside), as well as a parent representative. Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board’s designated number of directors.

Pursuant to California Education Code § 47604(b), the District reserves the right to appoint a representative to MPS’ Board. If the District chooses to do so, MPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors.

GOVERNANCE PROCEDURES AND OPERATIONS

Board Meetings and Duties

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

Regular meetings of the Board of Directors shall be held monthly at a date and time set by the Board (the second Thursday of the month, unless otherwise stated). Meetings will be held within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by MPS reside, and a two-way teleconference location shall be established at each schoolsite, in accordance with Education Code Section 47604.1(c)(4)(A)-(B). The schedule for regular Board meetings will be included in the Charter School’s monthly calendar that will be distributed to all parents at the Charter School. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting at the school site for public viewing on the school’s bulletin board, front gate, and/or school entrance). For all regular meetings, an agenda will be posted 72 hours in advance. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Home Office or such other place as the Board may direct according to its Bylaws. All of our approved minutes are accessible online through our Board on Track platform, which is linked on our website giving easy access to parents and stakeholders. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours’ notice is given to each director and to the public through the posting of an agenda.

To ensure public participation for all MPS stakeholders, MPS shall provide two-way teleconferencing access at each of its school site. This allows members of the public to watch and participate in Board meetings via two-way teleconferencing capabilities from each schoolsite, in addition to attending in person. Information about the participation procedure is included on the agenda and information web pages for the meetings. All participants/speakers have access to language translation services if requested in advance.

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

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

MPS has adopted a Conflict of Interest Code and Policy that complies with Government Code Section 1090, the Political Reform Act, and Corporations Code. The Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities with topics including at minimum, Conflicts of Interest and the Brown Act.

The Board’s responsibilities include, but are not limited to, the following:

- Exercises fiduciary role to ensure that the Charter School is properly managed;
- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies;
- Reviews financial and business dealings and exercises proper judgment in avoiding conflicts of interest;
- Approves and monitors the annual budget and budget revisions;
- Reviews and approves periodic financial reports (balance sheet, income statement, changes in financial position);
- Determine the methods of raising revenue and approving all debts;
- Ensures that proper internal controls are in place and maintained;
- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends;
- Reviews strategic plan and progress;
- Assesses program evaluation plan;
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter petition;
- Develop, adopt and periodically review written policies;
- Hires CEO and evaluates the CEO’s performance;
- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation;
- Establishes and communicates clear expectations of Board membership;
- Assures effective participation of all directors;
- Defines, communicates and assures the role of the Board, committees, and CEO in making decisions;
- Promotes the organization to parents and the general public, including serving as an emissary of the organization to the broader community;
- Promotes cooperative action with other charter and traditional public schools, including activities and occasions when the Charter School should take part in coalitions, shared programs, and joint action;
- Approves awarding of contracts in excess of the delegated authority adopted. Our purchasing software has a control feature that limits approval authority per position as stated in the Fiscal Policy PUR101: up to $5,000 for Principals, up to $10,000 for Executive Team, up to $25,000 for CEO/Superintendent, over $25,000 for MPS Board of Directors. The Board reserves the right to update its fiscal policies, including approval authorities, from time to time in public meetings.
- Approves charter resolutions as necessary and submit requests for material revisions as necessary to the authorizer for consideration;
- Appoints an administrative panel or act as an appellate hearing body and take action on recommended student expulsions;
- Recruits and appoints new Board members and provide for orientation training;
- Maintains Board operations; and,
- Assesses its own performance.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which MPS and its schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of MPS any of those duties such as, but not limited to budget approval or revision, contract approval, approval of the fiscal audit and performance reports, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the MPS Site designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

**Board Committees**

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

- Take any final action on any matter that, under the California Corporations Code, also requires approval of the members or approval of a majority of all members;
- Fill vacancies on the Board or any committee of the Board;
- Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- Create any other committees of the Board or appoint the members of committees of the Board;
Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

Approve any contract or transaction to which the corporation is a party unless delegated such authority by the full board.

Meetings and actions of committees of the Board shall be governed by the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records.

**STAKEHOLDER INVOLVEMENT**

All stakeholder groups within the school community play a vital role in advancing the vision and mission of MSA-San Diego and its programs. MPS is committed to ensuring that all stakeholder groups – staff, families, students and community members – have a voice in matters critical to the Charter School’s success. MSA-San Diego strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-San Diego. In addition to a parent representative on the Board of Directors, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the Charter School, and reviewing parental and community concerns. The following are the primary mechanisms through which stakeholders as the school site impact decision-making:

**SCHOOL SITE COUNCIL (“SSC”)**

The School Site Council is a body that works with the Principal to develop, review, and evaluate school programs. The SSC consists of:

- The Principal
- 4 teacher representatives selected by teachers at the Charter School
- 1 other school personnel selected by peers at the Charter School
- 3 parents of students attending the Charter School selected by such parents
- 3 students selected by students attending the Charter School

The SSC meets at least four times a year and makes recommendations and participates in a shared decision-making process regarding matters of interest to families and teachers, including the annual LCAP process, budget priorities, approval of Title I budget, resource allocation, school events/activities and fundraising at the local school level. The SSC also develops and approves Single Plan for Student Achievement (as applicable), recommends it to the Board for implementation, and evaluates its effectiveness annually.

The Charter School will use its website to update parents and stakeholders with the school calendar, meeting dates, accountability plans, upcoming events, and more.

The Principal is responsible for communicating the SSC’s recommendations to the CEO and/or Board (though all parents/teachers are invited to attend any Board meeting per the Brown Act).
**English Learner Advisory Committee (“ELAC”)**

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at MSA-San Diego when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School’s total student population), Charter School staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

**Parent Task Force (“PTF”)**

The PTF is the Parent/Guardian Club at MSA-San Diego, with a mission to contribute in building a rich supportive environment for students. The PTF works in partnership with the administration, teachers and parents of MSA-San Diego. All parents or guardians of students currently enrolled in MSA-San Diego are general members of the PTF, who elect leaders annually including a President, Vice President, Secretary, and Treasurer. The PTF holds monthly members’ meetings during the school year.

The PTF facilitates students’ success in the 21st century classroom and workforce by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:

- Supporting the Charter School in its mission;
- Promoting communication and mutual respect among parents, faculty and administration;
- Supporting the educational and social objectives of the Charter School through PTF-sponsored programs;
- Providing direct financial support to the Charter School through organized fundraising events;
- Providing financial assistance to programs that directly impact teachers and students;
- Organizing community-building and civic engagement events.

There are various opportunities for parents to volunteer at MSA-San Diego. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend instructional field trips. All parents/guardians are encouraged – but not required – to contribute 10 hours per year to the Charter School. Parents are encouraged to volunteer at Back to School Nights, PTF meetings, newsletter and various other opportunities. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.
**STUDENT-TEACHER-PARENT PORTAL**

As noted above, MSA-San Diego uses Illuminate or equivalent, an online web portal, to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers are encouraged to come to the Charter School and use one of the available computer stations. Classes are held at the Charter School on how to use the portal as well as how to access it via computers, smartphones and free Internet access at public libraries.

The charter school will use its website to support stakeholder involvement by actively updating the school calendar with meetings and opportunities for parents in both English and Spanish. Feedback from parents is collected through our PTF meetings and our yearly stakeholder surveys. We also give parents the opportunity to be a part of the LCAP process during the School Site Council meetings.
**ELEMENT 5: EMPLOYEE QUALIFICATIONS**

*“The qualifications to be met by individuals to be employed by the charter school.”* (Ed. Code § 47605(b)(5)(E).)

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of federal law. All teachers at MSA-San Diego will be required to have credentials equivalent to those required by the District as applicable and required by law (as may be amended from time to time) for core and college-preparatory courses. MSA-San Diego’s core and college preparatory classes are English Language Arts, math, science and history/social science.

MPS prohibits discrimination and harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

**SCHOOL SITE EMPLOYEE POSITIONS AND QUALIFICATIONS**

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

**PRINCIPAL**

The Principal will orchestrate program and service delivery to students through teaching and auxiliary staff. Deans will assist the Principal in instructional program administration and student activities and services.

Skills and Qualifications for the Principal:
- Bachelor’s degree required (preferably in Education, or a STEAM related field)
- Administrative credential or related Master’s Degree preferred
- Experience in teaching STEAM related subjects and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Principal’s Responsibilities and Duties:
- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions
- Report to and consult with the Home Office
- In collaboration with the CEO and Human Resources Department, hire, supervise, and evaluate the faculty and Charter School staff
- Hire, supervise, and evaluate the faculty and charter school site staff
- Comply with local, state and federal laws and regulations affecting the Charter School
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MPS policy, including accurate and timely reports of maximum attendance to requisition textbook
- Manage use of school facilities and supervise maintenance of facilities to ensure a clean, orderly and safe campus
- Direct and manage instructional extracurricular and intramural programs
- Oversee the Special Education program as described in Element 1
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student/Parent Handbook
- Conduct conferences about student and school issues with parents, students, and teachers
- Demonstrate awareness of school and community needs and initiate activities to meet those needs
- Use appropriate and effective techniques to encourage community and parent involvement
- Communicate with the chartering agency and attend necessary meetings
- Communicate with the District when required

DEAN OF ACADEMICS
The Dean of Academics coordinates all academic activities, leads professional development, serves as the school site EL Coordinator and oversees curriculum, instruction, and assessment at the Charter School.

Skills and Qualifications:
- Bachelor’s degree required (preferably in Education, or a STEAM related field)
- Administrative credential or related Master’s Degree preferred
- Experience in teaching STEAM related subjects and administrative duties preferred
- Bilingual (Spanish) preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

**Academic Program**
- Assist with curriculum development 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 school manual and school website
- Coordinate teacher and student involvement of after school program
- Responsible for developing and changing of daily class schedule
- Coordinate all academic activities with the Department Chairs
- Oversee all instructional fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to weekly administrative meetings
- Serve as school's EL Coordinator and:
  - Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs
  - Present an ELD strategy to teachers during weekly staff meetings
  - Monitor the creation and maintenance of an ELD portfolio for each EL student to monitor and showcase progress.
  - Regularly communicate with staff regarding the progress of ELs
  - Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner
  - Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources)
  - Attend professional development relevant to ELs and share strategies and resources with teachers

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

School Improvement
Assist in organization of school improvement plan (if applicable), LCAP and other plans 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
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.

Skills and Qualifications for the Dean of Students:
Bachelor’s degree required (preferably in Education, or a STEAM related field)
Administrative and/or teaching credential preferred
Experience in teaching and administrative duties preferred
Up-to-date computer and technology knowledge
Knowledge of school law, finance, and curriculum
Ability to manage personnel
Ability to interpret policy, procedures, and data
Proven commitment to the values, mission and vision of Magnolia Public Schools
Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
Exceptional organizational, communication, public relations, and interpersonal skills
Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

**Dean of Students’ Responsibilities and Duties:**

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

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

**Discipline**
- Oversee discipline issues for teachers in Illuminate or equivalent
- Coordinate and chair the Charter School’s Restorative Justice Committee

**Support Services**
- Supervise safety and welfare of students
- Manage support services including transportation (as needed), custodial and cafeteria

**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 the school culture.

**Skills and Qualifications for the Dean of Students:**
- Bachelor’s degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

**Dean of Culture’s Responsibilities and Duties:**
- Establish and maintain a positive, safe, and college-going school culture;
- Supervise the consistent and fair administration of school policies regarding student conduct and discipline during instructional time;
- Support teachers to create and sustain classroom management systems that ensure a focus on learning and student success;
- Oversee the development and implementation of student supports and interventions;
- Maintain systems for collecting and tracking data on school culture metrics, including discipline and attendance;
- Serve as a liaison to parents and facilitate parent education and involvement in support of school culture policies;
- In working with the Family and Community Liaison, play an active role in coordinating school partnerships;
- Create and present formal reports on school culture and safety;
- Facilitate faculty and staff professional development related to school culture and consistent enforcement of student discipline; and
- Organize school events that encourage community connection to and investment in the school culture and student success.
- Other job related duties and schedules assigned by supervisor

**Teachers**

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

**Skills and Qualifications:**
- B.A. or B.S. (as appropriate) degree
- CLAD/BCLAD credential or other certificate, permit or other documentation required by laws and regulations as they apply to charter schools
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication and interpersonal skills
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

**Teacher's Responsibilities and Duties:**

*Instructional Strategies*
- Design, write and use lesson plans that conform to the charter’s curriculum; ensure written plans are available for review by the Dean of Academics
- Ensure lesson plans show modifications for differences in student learning styles
Teach instructional subjects according to guidelines established by California Department of Education, charter policies and administrative regulations

- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with Education Specialist (SpEd Teacher) on student Individualized Education Programs to ensure all modifications are met
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

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

Classroom Management and Organization

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

Communication

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

Other

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

Education Specialists (SpEd Teacher)

The primary role and responsibility of an Education Specialist 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 Education Specialist develops student ability level instructional materials through modified curriculum and prepared lesson plans. The Education Specialist conducts work in self-contained, team,
departmental or itinerant capacity as necessary. Education Specialists and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:
- B.A. or B.S. degree
- Master’s degree preferred
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Education Specialist’s Responsibilities and Duties:
- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure student needs and learning styles are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process
- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with Charter School staff and outside resources regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.

**Special Education Aide**

The primary role and purpose of a Special Education Aide is to provide assistance to the Education Specialist for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide helps implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide works under direct supervision of a certified teacher and indirect supervision of the Principal. Special education aides who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:
- Capable of working with children with disabilities
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Able to use general office equipment
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- High School Diploma
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

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

**School Counselor**

**Skills and Qualifications:**
- B.A. or B.S. degree
- Master’s degree preferred
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

**Responsibilities and Duties:**
- One-on-one and group counseling
- Work with teachers and staff members to ensure that the needs of each special needs student are being met.
- Collaborate with teachers to develop more effective support services for the child working with teachers and staff members to develop a better understanding of the interventions in place to help the child succeed.
- Special education counselor works extensively with families.
- Understand school policies and procedures.

**Substitute Teachers and Tutors**

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

**IT Manager**

The IT Manager is responsible for providing assistance to the school site in the area of Information Technology.

Skills and Qualifications:
- Proven experience as IT manager or similar role
- Experience in network management and help desk support is appreciated
- Solid knowledge of IT systems and applications
- Understanding of TCP/IP protocols and LAN/WAN configuration
- Ability to troubleshoot and repair issues
- Strong communication and interpersonal skills
- Great attention to detail
- Excellent organizational and coordination abilities
- BSc/BA in information technology or computer science is preferred
- Certification (CompTIA Network+, CompTIA Security+ etc.) is a plus
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:
- Institute protocols for the use of IT across departments and projects
- Provide advice on the most suitable IT choices
- Provide technical support or training for systems and networks
- Act as link between end users and higher level support
- Install and configure software and hardware (printers, network cards etc.)
- Monitor system and network performance
- Perform troubleshooting, repairs and data restoration
- Performance maintenance activities (e.g. backups)
- Maintain licenses and upgrade schedules
- Collaborate with other professionals to maintain standards and functionality
OFFICE PERSONNEL/MANAGER

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

Skills and Qualifications:
- Capable of working with students
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Knowledge of office management
- Able to use general office equipment
- Up-to-date computer and technology knowledge
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills.
- Three years of experience in increasingly responsible role similar to office management
- HS Diploma supplemented by additional training in office
- Bilingual English/Spanish preferred but not required
- Excellent written and verbal communication skills
- Comfort with fast-paced environment
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

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

CUSTODIAN

Skills and Qualifications:
- Capable of working with students
- Capable of communicating effectively
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Bilingual English/Spanish preferred but not required
- Comfort with fast-paced environment
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:
- Clean building floors by sweeping, mopping, scrubbing, or vacuuming.
- Service, clean, or supply restrooms.
- Clean windows, glass partitions, or mirrors, using soapy water or other cleaners, sponges, or squeegees.
- Gather and empty trash.
- Notify Principal concerning the need for major repairs or additions to building operating systems.
- Follow procedures for the use of chemical cleaners and power equipment to prevent damage to floors and fixtures.
- Dust furniture, walls, machines, or equipment.
- Clean and polish furniture and fixtures.
- Requisition supplies or equipment needed for cleaning and maintenance duties.
- Mix water and detergents or acids in containers to prepare cleaning solutions, according to specifications.
- Move heavy furniture, equipment, or supplies, either manually or by using hand trucks.
- Set up, arrange, or remove decorations, tables, chairs, ladders, or scaffolding to prepare facilities for events, such as banquets or meetings.
- Drive vans, industrial trucks, or other vehicles required to travel to or to perform cleaning work.
- Clean laboratory equipment, such as glassware or metal instruments, using solvents, brushes, rags, or power cleaning equipment.
- Other job related duties and schedules assigned by supervisor

Paraprofessionals

Charter School shall comply with the Title I paraprofessional requirements\(^\text{24}\) as defined by the ESEA:

Title I paraprofessionals whose duties include instructional support must have:
1. High school diploma or the equivalent, and
2. Two years of college (48 units), or
3. A. A. degree (or higher), or
4. Pass a local assessment of knowledge and skills in assisting in instruction.

(This is a locally approved assessment. Local education agencies may develop their own assessment or use an existing assessment so long as it measures the knowledge and skills in assisting in instruction. Many districts, and MPS, use the California Basic Educational Skills Test [“CBEST”] for this purpose.)

\(^{24}\) http://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp
Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions do not have to meet these requirements; however, all must demonstrate a proven commitment to the values, mission and vision of Magnolia Public Schools, as well as a belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education.

Appropriate records of credentials held by MSA-San Diego teachers and supporting documentation will be monitored and maintained by the Principal at the Charter School site and Human Resources at the MPS Home Office. Credentials will be monitored annually in compliance with state and federal law.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Ed. Code § 47605(b)(5)(F).

The health and safety of MSA-San Diego staff and students is the highest priority for the school. As such, MSA-San Diego has adopted and will continue to implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

SCHOOL SAFETY PLAN

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conductive to learning
- procedures for conducting tactical responses to criminal incidents.

HEALTH AND SAFETY POLICIES

The following is a summary of the Health and Safety Policies of MSA-San Diego:
Medication in School
The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Diabetes
The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:
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.
5. A description of the different types of diabetes screening tests available.

Prevention of Human Trafficking
By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal
The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act
The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Bullying Prevention
By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children. (See also, Element 10.)
Procedures for Background Checks
All employees of MPS, all volunteers who will be performing services that are not under the direct supervision of a credentialed Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or non-certificated/classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Principal of MSA-San Diego shall monitor compliance with this policy (the Home Office Director of Human Resources shall monitor fingerprinting and background clearance of the Principal and MPS staff) and make quarterly reports to the Board. Charter School will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. MSA-San Diego shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

Role of Staff as Mandated Child Abuse Reporters
In accordance with state law, all MPS employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. All mandated reporters shall receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, and sign a document verifying notification and understanding regarding this responsibility.

Blood-borne Pathogens
Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Charter School will continue to maintain a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Tuberculosis Risk Assessment and Examination
Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.
Immunizations
Charter School will adhere to all laws related to legally required immunizations for entering students as is required of non-charter public schools pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles mumps, rubella, and hepatitis B as described in the Department of Health Services Document IMM-231. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Vision/Hearing/Scoliosis Screenings
MSA-San Diego shall adhere to Education Code §49450, et seq., to provide screening of students’ vision, hearing, and scoliosis to the same extent required of non-charter public schools.

Suicide Prevention Policy
The MPS Board of Directors recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this Suicide Prevention Policy has been developed in consultation with MPS and community stakeholders, MPS-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations. MPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for Charter School. This policy shall be reviewed and revised at least annually in conjunction with the previously mentioned community stakeholders.

Emergency Preparedness
Charter School shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.
Health Education
Health education will include discussion about drug and alcohol abuse, sexual health and suicide prevention at appropriate grade levels pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Drug Free/Alcohol Free/Smoke Free Environment
Charter School shall function as a drug, alcohol and smoke-free environment.

Facility Safety
Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The facilities are fully permitted and have legal occupancy for educational use. MSA-San Diego entered into a Ground License by and Between San Diego Unified School District and Magnolia Educational and Research Foundation on July 1, 2017 to occupy the facilities. The facilities comply with state building codes; federal American Disabilities Act (ADA) access requirements; and other applicable fire, health, structural safety requirements, and local building codes. The Charter School maintains records documenting such compliance. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES
Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. MSA-San Diego shall develop a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with MSA-San Diego’s policies.

FERPA
MPS, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

STUDENT RECORDS
Charter School will continue to adhere to procedures related to confidentiality and privacy of student records. Charter School will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with MPS policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student’s records will be requested from the respective district.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the CEO shall serve as MSA-San Diego’s Custodian of Records.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

MSA-San Diego will continue to actively recruit a diverse student population who value the school’s mission, are committed to the school’s instructional and operational philosophy, and who benefit from the school’s design.

RECRUITMENT PLAN

MSA-San Diego pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan lists sample activities that MSA-San Diego will undertake to ensure full enrollment of the school with a diverse student population.

Outreach efforts use English, Spanish, and any other language needed, based on the needs of the community. The MPS and MSA-San Diego website includes comprehensive information about our educational program under our Academics tab on the website. While open to all students, MSA-San Diego focuses outreach efforts within a 10-mile radius of the Charter School’s location.

MSA-San Diego uses a variety of strategies to recruit a diverse population including:

- Direct mailing of postcards to the parents/guardians who have 5th and 6th grade children;
- 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;
- Holding presentations at community meetings at the key locations listed above;
- Hosting Open Houses and providing tours of the Charter School on a regular basis; A Spanish-speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.
- Hosting individual/family meetings;
- Doing neighborhood walks in the community.

As needed, school staff and volunteers may go door-to-door, talk to families, and hand out applications, and use press and advertising campaigns in local Spanish and English media.
MSA-San Diego uses a variety of strategies to recruit a diverse population. With our current partnerships in the City of San Diego we are able to participate in community events. In addition to our outreach strategies in the community we also use media outlets such as Facebook, Twitter, and website as well as local ads on magazines/newspapers.

**Anticipated Year-Round Recruitment Events**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Update</th>
<th>Location</th>
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<tbody>
<tr>
<td>August</td>
<td>Outreach at Shop Local Market</td>
<td>Grossmont Center/Mall 5500 Grossmont Center Dr, La Mesa, CA 91942</td>
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<tr>
<td>September</td>
<td>MSA Barnes &amp; Noble Book Fair</td>
<td>Grossmont Center/Mall 5500 Grossmont Center Dr Suite 331, La Mesa, CA 91942</td>
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<tr>
<td>September</td>
<td>Outreach at Shop Local Market</td>
<td>Grossmont Center/Mall 5500 Grossmont Center Dr, La Mesa, CA 91942</td>
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<tr>
<td>October</td>
<td>San Diego Maker Faire</td>
<td>Balboa Park</td>
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<tr>
<td>Early-November</td>
<td>Info Meeting 1</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>Mid-November</td>
<td>Info Meeting 2</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>Late-November</td>
<td>Info Meeting 3</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>November</td>
<td>STEM in Your Backyard</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>December</td>
<td>Info Meeting 4</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>December</td>
<td>MSA’s Holiday S.T.E.A.M. Expo</td>
<td>Grossmont Center/Mall 5500 Grossmont Center Dr La Mesa, CA 91942</td>
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<tr>
<td>January</td>
<td>Lottery</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>February</td>
<td>Barnes &amp; Noble STEAM Saturday</td>
<td>Barnes &amp; Noble Mira Mesa Store</td>
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<td>February</td>
<td>San Carlos Robotics Showcase</td>
<td>San Carlos Library</td>
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<tr>
<td>March</td>
<td>San Diego Festival of Science and Engineering</td>
<td>Petco Park 100 Park Blvd, San Diego, CA 92101</td>
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<tr>
<td>March</td>
<td>Info Meeting 5</td>
<td>Magnolia Science Academy San Diego</td>
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<td>Spring STEAM Expo</td>
<td>Grossmont Center/ Mall</td>
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<td>April</td>
<td>Info Meeting 6</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>April</td>
<td>Invite Prospective Families to the Annual MultiCultural Food Festival</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>May</td>
<td>Info Meeting 7</td>
<td>Magnolia Science Academy San Diego</td>
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<tr>
<td>May</td>
<td>San Diego Steam Expo co-hosted by MSA &amp; Grossmont College</td>
<td>Grossmont College 8800 Grossmont College Dr, El Cajon, CA 92020</td>
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<tr>
<td>May</td>
<td>Outreach at Shop Local Market</td>
<td>Grossmont Center/Mall 5500 Grossmont Center Dr, La Mesa, CA 91942</td>
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<tr>
<td>June</td>
<td>Outreach at Shop Local Market</td>
<td>Grossmont Center/Mall 5500 Grossmont Center Dr, La Mesa, CA 91942</td>
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<tr>
<td>Ongoing 2019-2020</td>
<td>• Presentations in local churches</td>
<td>Online and local media outlets</td>
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<td>• Flyers (Spanish on the back) to mail distribution centers</td>
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<td>• Referral Program (T-shirt and free dress passes)</td>
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<td>• 12,000 postcards to new families</td>
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<td>• Pop up on website – now enrolling, new site, limited space</td>
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<td>• Website update on new site</td>
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<td></td>
<td>• Social media updates on new site</td>
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<td>• Mission Times Courier – Ad and Editorial</td>
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Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the CEO and Board will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures consistent with [Education Code Section 47605] subdivision (d).”
Ed. Code § 47605(d)

In accordance with AB 699 enacted on October 4, 2017, the Charter School’s non-discrimination provision shall include immigration status as a protected class.

ADMISSION REQUIREMENTS

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

MSA-San Diego strives to reflect the ethnic and racial balance of the general population residing within the territorial jurisdiction of SDUSD. In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, immigration status or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

An Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. If the number of students who wish to attend the Charter School exceeds the openings available, entrance shall be determined by a random public drawing (lottery) in accordance with Education Code Section 47605(d)(2) and as set forth below.
LOTTERY PREFERENCES AND PROCEDURES

An open application period will be publicly announced each year and communicated during outreach/recruiting efforts detailed in Element 7. The Charter School will include specific information in its outreach materials, on the Charter School website, at community meetings and open forums notifying parents of the Charter School’s open application period and lottery dates. MSA-San Diego will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with the approved charter.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Pursuant to Education Code Section 47605(d)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, enrollment, except for existing pupils of the Charter School, shall be determined by a public random drawing (lottery). In the event of a lottery, with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given. In accordance with Education Code, priority will be given first to students who reside within the attendance boundaries of SDUSD, as determined by their parent/guardian’s home address, with additional preferences given in the following order (reasons for each preference included below):

- Siblings of students admitted to or attending the Charter School
- Children of Board members or employees of Magnolia Public Schools, not to exceed 10%
- Students matriculating from other Magnolia Public Schools charter schools
- Foster youth or homeless students
- All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

We provide preference for siblings of admitted students for the convenience of families. Children of Board members and employees are provided preference in deference to the work and commitment of these individuals to Magnolia and the instructional model. No more than 10% of students admitted through the lottery process annually will be drawn from this category. Students matriculating from other MPS schools are given preference to continue their education in a consistent model. Finally, we recognize that foster and homeless youth need a

25 Disclosure of foster youth or homeless student status is not required at the time of application. However, families that would like their students to be granted a preference on that basis may apply using the preference, and MSA-San Diego will verify eligibility at the time of enrollment.
strong school to attend. As a school, we make sure that they can be accepted at our campus and receive a preference in the lottery.

**LOTTERY PROCEDURE**

The public random drawing (“lottery”) will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends by mid-January, and if applicable, a lottery is held at least two weeks after the open application period ends.)

MSA-San Diego’s office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, Charter School website, phone, and other available outlets prior to the lottery date. The lottery will be held at the Charter School site if the Charter School facility can accommodate all interested parties. Otherwise, the Charter School will secure a meeting room that is large enough to accommodate all parties and to allow them to observe the lottery. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

In the lottery, all names in the first preference group are drawn by the notary public and listed in order for each grade level. Names from the second and third preferences are drawn in the same way according to preference order if space is available. Once the grade level capacity is met, the remaining students’ names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who apply after the open enrollment period will have their applications held in abeyance for a subsequent lottery, if needed.

MSA-San Diego will invite a SDUSD representative to serve as an official observer of the lottery to verify the lottery procedures are fairly executed. Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School’s main office for inspection upon request. Each application form will be kept on file for the academic year with the applicant’s assigned lottery number in the Charter School database and on his or her enrollment application.

**NOTIFICATIONS OF ADMISSION STATUS**

Notifications of admission status will be mailed to all applicants within two weeks of the lottery. Enrollment packets will be sent to admitted students; students not admitted will be informed by the office manager of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned to the Charter School, in person or by mail, complete within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the
waiting list. The Charter School’s office manager and/or office staff will be available to assist families in completing this paperwork if needed.

Enrollment packets for students who are admitted will submit the following:

- Completed student enrollment form
- Proof of immunization
- Home language survey
- Completed Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing except that homeless and foster care students will be moved to the top of the waiting list to provide priority placement.

Foster youth and homeless students will be allowed to apply for enrollment in accordance with current MPS enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as proof of minimum age requirements, proof of residency, or other documentation. The Charter School main office shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the office shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. If the student is an unaccompanied youth, the Charter School main office shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the Charter School with the records normally required for enrollment, and despite lack of parent or legal guardian’s supervision or permissions, or “power of attorney” by supervising adult.

When a space is open during the school year that is not filled by a homeless or foster care student, families will be contacted by the school site office manager and/or office staff through a call and email in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the Charter School. Families can respond via phone, in writing or by accepting the seat through the online enrollment system. In the event that there is no such wait list, enrollment will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

26 The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

An annual independent financial audit of the books and records of MSA-San Diego shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of MSA-San Diego shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

MPS’s Board of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of MSA-San Diego to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The auditor shall be hired by the Board of Directors of the Charter School. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of Charter Schools as published in the State Controller’s K-12 Audit Guide. MPS’s Board of Directors shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Procedures:
- The Board of Directors will appoint an Audit Committee that includes two or more directors by January 1 of each year.
The Audit Committee may not include any the staff of the Charter School, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.

The Audit Committee will be responsible for identifying an audit firm from the State Controller’s list of approved educational audit providers by March 1 of each year, unless the existing contract is a multi-year contract. The Board of Directors hires the audit firm after the Audit Committee performs a rigid search and interview process.

The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. MPS works with the oversight entity to establish action items for correction if needed. Implementation recommendations of procedures is monitored closely by executive staff.

The Board of Directors will review and approve the audit no later than December 15.

The CFO will be responsible for submitting the audit to all reporting agencies including the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

“(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

“(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

“(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

“(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

“(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code § 47605(b)(5)(J).

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-San Diego. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion Policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-Charter Schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq.
The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as MSA-San Diego’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions. 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, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

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

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

**POSITIVE DISCIPLINE**

MSA-San Diego staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-San Diego staff. Teachers will not only report discipline issues on the school information
system, Illuminate or equivalent, 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 MSA-San Diego. This plan is published at the beginning of each school year in the Student/Parent Handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-San Diego provides its staff with Professional Development in the area of restorative practices, alternatives to suspension, and positive behavior supports.

As part of its MTSS framework and RTI Programs, MSA-San Diego implements PBIS to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-San Diego implements prevention strategies for each tier as presented below:

<table>
<thead>
<tr>
<th>Tier</th>
<th>Prevention Description</th>
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<tbody>
<tr>
<td>I.</td>
<td>Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).</td>
</tr>
<tr>
<td>II.</td>
<td>Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.</td>
</tr>
<tr>
<td>III.</td>
<td>Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.</td>
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MSA-San Diego believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Principal/Dean of Academics), assigning volunteer work/community service, Saturday school, and in-school suspension.

**INVoluntary REMOval**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

**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-San Diego; or (3) an MSA-San Diego sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:
   a) while on school grounds;
   b) while going to or coming from school;
   c) during the lunch period, whether on or off the school campus; or
   d) during, going to, or coming from a school-sponsored activity.

**Enumerated Offenses**

**Discretionary Suspension Offenses**

Students may be suspended for any of the following acts when it is determined the student:
   1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

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, which includes, but is not limited to, electronic files and databases, resulting in negligible loss.

8. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

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 pupil.

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, which includes, but is not limited to, electronic files and databases.

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. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that
student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

17. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently offensive as to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or
student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience interference with his or her academic performance.
   iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a
profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.
   (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Mandatory Suspension Offenses
Students shall be suspended 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 in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code Section 48915(h).

**SUSPENSION PROCEDURES**

Suspensions shall be initiated according to the following procedures:

**CONFERENCE**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended, by Principal or designee, without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School Principal or designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

MSA-San Diego assures that the process for investigating incidents and collecting evidence will be fair and thorough.

**IN-SCHOOL SUSPENSION**

As an alternative to out of school suspension, MSA-San Diego utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be held in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Dean of Students. The Dean of Students will reach out to the students’ teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy of the assignments will be
provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension, such as scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Dean of Students will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with the student’s parent/guardian when informing them of the in-school suspension and parent/guardian feedback is also welcomed regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent/guardian can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five (5) school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Dean of Students will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, including all Charter School students, staff, and visitors, the following offenses may or may not result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The Charter School administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the Charter School administrator will notify all stakeholders by the end of the school day.

**Notice to Parents/Guardians**

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing, by the Principal or Designee, of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may
return to school and will provide information about the appeal right and process. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

**Suspension Time Limits**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year for general education students and not more than 10 school days in any school year for special education students 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 Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension.

**Suspension Appeals**

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension notice. This appeal will be made, verbally or in writing, to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings. The Charter School administrators shall make arrangements to provide the student with classroom materials and assignments for the duration of student’s absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Sections 35253 and 49076 and 5 CCR 16024.
RECOMMENDATION FOR PLACEMENT/EXPULSION

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student’s parent/guardian or representative will be invited to a conference with Charter School administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian or representative, unless the student and the student’s parent/guardian or representative fail to attend the conference, at which time the Charter School shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (1) the student’s presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

ACCESS TO EDUCATION

For suspensions that are not pending an expulsion hearing, the Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, the Charter School shall be responsible for the appropriate interim placement of students. Please see “Interim Placement” below for details.

GROUNDS FOR EXPULSION

JURISDICTION

A student may be expelled for prohibited misconduct, that are described below under the heading, “Discretionary Expellable Offences and Mandatory Expulsion Offenses,” if the act is (1) related to school activity; (2) school attendance occurring at MSA-San Diego or at any other school; or (3) a MSA-San Diego sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under “Rehabilitation Plans.”
**Discretionary Expellable Offenses**

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion in excess of $1,000.

7. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases, in excess of $1,000.

8. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases, in excess of $1,000.

9. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

10. 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.

11. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

12. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body,
whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

13. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

14. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

15. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

16. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

17. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student
or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

       i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

       ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

       iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

   iii. An act of cyber sexual bullying.
i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

18. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.

19. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Mandatory Expulsion Offenses

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code 48915(h).
EXPULSION PROCEDURES

AUTHORITY TO EXPEL

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

If determined necessary upon the referral by the discipline committee; a student may be expelled by a neutral and impartial Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom are members of the Board nor on the staff of the Charter School in which the student is enrolled. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be “on call” for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The process for investigating incidents and collecting evidence will be fair and thorough.

EXPULSION HEARING

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

After an Administrative Panel hears the case, it will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.
Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian by the Principal or Designee, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. Information about obtaining reasonable accommodations and/or language support;
3. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
4. A copy of MSA-San Diego’s disciplinary rules which relate to the alleged violation;
5. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
6. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
7. The right to inspect and obtain copies of all documents to be used at the hearing;
8. The opportunity to confront and question all witnesses who testify at the hearing;
9. 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-San Diego 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 complaining witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the Panel.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. MSA-San Diego administrators must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, MSA-San Diego administrators must present evidence that the witness’ presence is both desired by the witness and will be helpful to MSA-San Diego. The Administrative Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student under investigation, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and
an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**Record of Expulsion Hearing**

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

**Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the 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 expel, the student shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice within 30 days of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with MSA-San Diego
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
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision, including information about obtaining reasonable accommodations and/or language support

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

**EXPULSION APPEALS**

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of receiving the written notice of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a 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 or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

**INTERIM PLACEMENT**

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the students’ district of residence for an interim placement at a community day school or other alternative program. Should the 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 the Charter School secures another
alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

**Rehabilitation Plan**

Pupils who are expelled from MSA-San Diego shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-San Diego for readmission.

**Readmission/Reinstatement**

MSA-San Diego shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan.

The decision to readmit a pupil previously expelled from MSA-San Diego shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil’s readmission is also contingent upon MSA-San Diego’s capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued. If the student does not meet the requirements of the rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

**Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

**Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

**Notification of SELPA**
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

**Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

**Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability for discipline reasons, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
2. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as
necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

**Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

**Special Circumstances**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the Charter School’s disciplinary procedures.
The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

**INTERIM ALTERNATIVE EDUCATIONAL SETTING**

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

**PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the child.

3. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.
If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ADDITIONAL PROVISIONS

Bullying

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 et seq. MPS’ policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS’ process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process. As discussed above in Element 6, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make training available to Charter School employees.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in, the California State Teachers’ Retirement System (“STRS”). MERF acknowledges that the Charter School must continue such participation for the duration of the Charter School’s existence under the same County-District-School (“CDS”) code.

NON-CERTIFICATED STAFF MEMBERS

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides are eligible to participate in the Public Employees Retirement System (“PERS”).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. Part-time employees become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year. MERF acknowledges that the Charter School must continue such participation for the duration of the Charter School’s existence under the same CDS code.

All non-credentialed employees also contribute to Social Security.

OTHER STAFF MEMBERS

Home Office staff members may be eligible to participate in PERS, STRS or 401(k) Retirement Plan.

Charter School staff members who leave the Charter School to work for the MPS Home Office have the option of retaining their PERS or STRS status, if eligible.

OVERSIGHT OF BENEFITS

The Human Resources and Finance Departments at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, Workers Compensation, and other payroll obligations. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will
accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the District.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

MSA-San Diego is a school of choice and no students shall be required to attend. Students who reside within the District who choose not to attend MSA-San Diego may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies.

Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in MSA-San Diego, except to the extent that such a right is extended by the local education agency.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

No public school district employee shall be required to work at MSA-San Diego. Employees of the District who choose to leave the employment of the District to work at MSA-San Diego will have no automatic rights of return to the District after employment by MSA-San Diego unless specifically granted by the District through a leave of absence or other agreement. MSA-San Diego employees shall have any right upon leaving the District to work in MSA-San Diego that the District may specify, any rights of return to employment in a school district after employment in MSA-San Diego that the school district may specify, and any other rights upon leaving employment to work in MSA-San Diego that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to MSA-San Diego. Employment by MSA-San Diego provides no rights of employment at any other entity, including any rights in the case of closure of MSA-San Diego.
ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

In absence of district policies or protocols for charter school dispute resolution, this plan is being presented based on common charter school best practice. Should any section of this element pertaining to resolving disputes, be in conflict with San Diego Unified School District policies or desired protocols, then MSA-San Diego is amenable to altering said areas through an addendum, to be mutually agreed upon, and considered in addition to the original petition. Any such areas of conflict can also be resolved in the Memorandum of Understanding that will be drafted and agreed upon by SDUSD and MSA-San Diego.

PUBLIC COMMENTS

The staff and governing board members of MSA-San Diego and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING FROM WITHIN THE SCHOOL

Disputes arising from within MSA-San Diego, including all disputes among and between parents, scholars, staff, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by MSA-San Diego and in accordance with the law.

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

In the event of a dispute between MSA-San Diego and the District regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the District believes the dispute relates to an issue that could potentially lead to revocation of the charter, MSA-San Diego requests that this shall be specifically noted in the written dispute statement, although it recognizes that it cannot legally bind the District to do so. At the earliest mutually convenient date, an MSA-San Diego representative and a District representative shall informally meet and confer to attempt to resolve the dispute. If this meeting fails to resolve the dispute, two representatives from each organization shall meet again at the earliest mutually convenient date to attempt to resolve the dispute. If this meeting fails to resolve the dispute, a District representative and an MSA-San Diego representative shall
meet to identify a neutral third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives. The mediation shall be held at the earliest mutually convenient date.

The cost of the mediation and all other costs associated with dispute resolution shall be shared equally by MSA-San Diego and the District. Each party shall be solely responsible for its own attorneys’ fees.

In the event that the third-party mediation process does not result in the resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, MSA-San Diego shall be given a reasonable amount of time to correct the violation, unless the District indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the MSA-San Diego’s students. The District reserves the right to take any action it deems appropriate, and MSA-San Diego reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the MSA-San Diego students.
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(O).

The following procedures shall constitute the “Closure Protocol” and shall apply in the event MSA-San Diego ceases to be a charter school or otherwise closes for any reason.

Any decision to close MSA-San Diego as a charter school operating pursuant to this Charter shall be documented by official action of the MPS Board (“Closure Action”), and will identify the person or entity responsible for all closure-related activities and actions. Each notice required as part of the closure procedure shall include information on the responsible person or entity and contact information for the person(s) to whom reasonable inquiries regarding the closure may be made. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the charter is revoked or non-renewed and MSA-San Diego has exhausted all appeal procedures to County and State Boards of Education, the MPS Board of Directors votes to close MSA-San Diego, or the charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(b)(5)(O) and Title 5 California Code of Regulations sections 11962 and 11962.1.

MSA-San Diego governing body will notify the authorizer in writing of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

MSA-San Diego will provide written notification to the districts of residence of the list of enrolled students within 72 hours of the determination of the Closure Action.

MSA-San Diego will notify within 120 hours parents and students of MSA-San Diego, the San Diego Office of Education, MSA-San Diego’s SELPA, the retirement systems in which MSA-San Diego’s employees participate (e.g., STRS, PERS, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements, grade reports, discipline records, and immunization records.

MSA-San Diego will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable
alternative programs. This notice will be provided promptly following the Board's decision to close MSA-San Diego.

MSA-San Diego will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, MSA-San Diego will provide parents, students, the receiving school districts and the County with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven calendar days of the last student attendance day at MSA-San Diego if MSA-San Diego is to remain open as a charter school beyond the date a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 USC §1232g. MSA-San Diego will ask the District to store as necessary original records of Charter School students. All student records of MSA-San Diego shall be transferred to the District upon school closure. If the District will not or cannot store the records, MSA-San Diego shall work with the San Diego Department of Education to determine a suitable alternative location for storage.

As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, MSA-San Diego will prepare final financial records. MSA-San Diego will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor who meets the qualifications to perform MSA-San Diego’s annual audits as soon as is reasonably practical, but in no case later than six months after closure and provide the audit report to the District within seven days of its completion. The audit shall comply with all of the requirements for Charter School’s annual audit and must include at least the following (i) All information required in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to MSA-San Diego, and (v) A delineation of the disposition of all assets and liabilities. In the case that MSA-San Diego either does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to MSA-San Diego. Any costs for the audit incurred by the MSA-San Diego shall remain a liability of MSA-San Diego until repaid in full. Any liability or debt incurred by MSA-San Diego shall be the responsibility of MSA-San Diego and not the District. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. MSA-San Diego understands and acknowledges that MSA-San Diego will cover the outstanding debts or liabilities of MSA-San Diego. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.
Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of MSA-San Diego, all assets of MSA-San Diego – including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the District or District property will be promptly returned to the District upon MSA-San Diego’s closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of MSA-San Diego will be liquidated and all creditors will be paid first.

On closure of MSA-San Diego, any remaining assets of MSA-San Diego not addressed in the preceding paragraph, including but not limited to all leaseholds, personal property, intellectual property, remain the sole property of the nonprofit public benefit corporation. Upon either closure of the Charter School or the winding up and dissolution of the corporation if the corporation is to be dissolved as a result of the closure of the Charter School, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the District or another California public school, school district, or county office of education. Upon the winding up and dissolution of the corporation, any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

On closure, MSA-San Diego shall remain solely responsible for all liabilities arising from the operation of MSA-San Diego.

As MSA-San Diego is operated as a non-profit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of MSA-San Diego and student transfers.

In addition to the final audit, MSA-San Diego shall also submit any required year-end financial reports to the California Department of Education and the San Diego County Superintendent of Schools, in the form and timeframe required, including, but not limited to, those required by Education Code Section 47604.33.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other agreement between the District and MSA-San Diego or any other act or event that would end MSA-San Diego’s right to operate as a charter school pursuant to the Charter or cause MSA-San Diego to cease operation. MSA-San Diego and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should MSA-San Diego breach any obligation under its Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court. MSA-San Diego’s Ground Use License by and Between San Diego Unified School District and Magnolia Educational and Research Foundation, current use of district-owned facilities will be null and void in the event of closure.

MSA-San Diego shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

In the event that the Charter School closes, the CEO will serve as the Charter School’s closure agent.
ADDITIONAL PROVISIONS

FACILITIES

The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).

After 10 years at 6365 Lake Atlin Avenue, owned by SDUSD, MSA-San Diego was required to vacate the premises after SDUSD sold the site to a private developer.

SDUSD initially offered MSA-San Diego a site 11 miles away from the Cleveland Elementary site. A search was then conducted for private facilities but we were unable to locate a suitable facility in time for the 2017-18 school year. Eventually, SDUSD and MSA-San Diego entered into a multi-year lease agreement for space at 6525 Estrella Avenue, which is 5.4 miles away from the original campus.

During the time of the transition, MSA-San Diego had to lease space from a church while its campus was being constructed as extensive site improvements were needed. Modular buildings were purchased for the administration offices, multipurpose room and classrooms. As a result of the construction, MSA-San Diego did not occupy the site until October 2017. The completed facility occupies 18 buildings filled with classrooms.

MSA-San Diego’s new facility was made possible through the Ground Use License by and Between San Diego Unified School District and Magnolia Educational and Research Foundation.

The term of this License (“Term”) shall commence on July 1, 2017 provided that Magnolia has paid for and obtained Division of State Architect (“DSA”) certification of its improvements prior to its occupancy of the Premises (“Commencement Date”), and will end on June 30, 2020, which runs concurrently with Magnolia's charter, contingent upon Magnolia's "in good standing" status with the District and Magnolia's operation of a public charter school in the District's geographical boundaries, consistent with its charter approved by the District; otherwise, this License is null and void. The foregoing notwithstanding, upon any extension or renewal of Magnolia's charter to run co-terminus, this License, if requested by Magnolia and if approved by the District Board of Education, will be extended for the period of time for which the charter was extended or renewed, subject to the terms of this License. The District Board of Education agrees to favorably consider extending this License provided the MSA San Diego charter petition is extended or renewed, as aforesaid, and that Magnolia has faithfully and diligently complied with its obligations and duties under this License.

The fully executed agreement is included under Appendix 2J.
**Administrative Services**

“The manner in which administrative services of the charter school are to be provided.” Education Code Section 47605(g).

The details of the relationship between the District and MSA-San Diego are delineated in a Memorandum of Understanding (“MOU”). MSA-San Diego shall retain the right to separately purchase administrative or other services from the District or any other agency. The specific terms and costs for these services shall be the subject of a mutually agreed upon Memorandum of Understanding. MSA-San Diego understands that current law mandates that the District provide oversight as required by California Education Code section 47604.32.

**Civil Liability Impact**

“Potential civil liability effects, if any, upon the charter school and upon the school district.” Education Code Section 47605(g).

MSA-San Diego is and shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. MSA-San Diego shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of MSA-San Diego.

Further, MSA-San Diego intends to enter into a memorandum of understanding with the District, wherein MSA-San Diego shall indemnify the District for the actions of MSA-San Diego under this Charter and MSA-San Diego shall comply with the indemnification, defense and hold harmless provisions set forth in this Charter.

The corporate bylaws of MSA-San Diego shall provide for indemnification of the MSA-San Diego Board, officers, agents, and employees, and MSA-San Diego purchases general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

MSA-San Diego retains general liability insurance, auto liability, errors and omissions, sexual misconduct, workers compensation, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be in compliance with District
requirements as stated in the annual Operations Agreement. The District shall be named an additional insured on the general liability insurance.

The MSA-San Diego Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY**

Attached in the appendices, please find the five-year projected budget with monthly cash flow projections.

MSA-San Diego shall provide reports to the District and the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

MSA-San Diego shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the LCAP.

MSA-San Diego agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, MSA-San Diego shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from
the District. MSA-San Diego agrees to permit the District to inspect and receive copies of all records relating to the operation of MSA-San Diego. MSA-San Diego is subject to the California Public Records Act, however, the District’s right to inspect and receive records is not based on the Public Records Act, but rather on the District’s oversight role.
TAB 2

APPENDICES
### Multi-Year Projection Summary

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
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<td><strong>Projected Enrollment</strong></td>
<td>465</td>
<td>480</td>
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<td><strong>Projected P-2 ADA</strong></td>
<td>447.05</td>
<td>461.44</td>
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<td><strong>Revenues:</strong></td>
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<tr>
<td>LCFF Funding</td>
<td>3,958,634</td>
<td>4,200,819</td>
<td>4,333,433</td>
<td>4,471,848</td>
<td>4,614,822</td>
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<tr>
<td>Federal Revenue</td>
<td>137,899</td>
<td>139,281</td>
<td>142,015</td>
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<td>Other State Revenue</td>
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<td>Other Local Revenue</td>
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<td><strong>TTL Revenues</strong></td>
<td>4,481,691</td>
<td>4,736,429</td>
<td>4,872,021</td>
<td>5,010,436</td>
<td>5,153,410</td>
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<td><strong>Expenditures:</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Certificated Salaries</td>
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<td>1,569,286</td>
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<td>Non-Certificated Salaries</td>
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<td>Benefits</td>
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<td>Books/Supplies/Materials</td>
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<td>Capital Outlay (Depreciation)</td>
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<td><strong>TTL Expenditures</strong></td>
<td>4,388,591</td>
<td>4,541,888</td>
<td>4,663,666</td>
<td>4,748,000</td>
<td>4,832,785</td>
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<td><strong>Net Revenues (after Exp)</strong></td>
<td>93,100</td>
<td>194,542</td>
<td>208,355</td>
<td>262,435</td>
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<td><strong>Beginning Balance July 1</strong></td>
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<td>669,853</td>
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<td><strong>Ending Balance June 30</strong></td>
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<td>669,853</td>
<td>878,208</td>
<td>1,140,643</td>
<td>1,461,268</td>
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<td><strong>Ending Bal. as % of Exp.:</strong></td>
<td>10.8%</td>
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### REVENUE SUMMARY

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<th>Budget Year 2019-20</th>
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<th>YEAR 3 2022-23</th>
<th>YEAR 4 2023-24</th>
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<tr>
<td>LCFF Entitlement</td>
<td>3,759,963</td>
<td>3,958,634</td>
<td>4,200,819</td>
<td>4,333,433</td>
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<td>142,015</td>
<td>142,015</td>
<td>142,015</td>
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<tr>
<td>Other State Revenues</td>
<td>412,129</td>
<td>354,778</td>
<td>365,948</td>
<td>366,191</td>
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<td>Other Local Revenues</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td>4,364,550</td>
<td>4,481,691</td>
<td>4,736,429</td>
<td>4,872,021</td>
<td>5,010,436</td>
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### EXPENDITURE SUMMARY

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<th>Budget Year 2019-20</th>
<th>YEAR 1 2020-21</th>
<th>YEAR 2 2021-22</th>
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<tr>
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<td>361,638</td>
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### Net Revenues

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<td>93,100</td>
<td>194,542</td>
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### Fund Balance

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<th>YEAR 4 2023-24</th>
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<td>Net Revenues</td>
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<td>194,542</td>
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LCFF Unduplicated Percentage (1-Year): 27.53% 27.53% 27.50% 27.50% 27.50% 27.50%

LCFF Unduplicated Percentage (3-Year): 68.07% 45.97% 27.52% 27.51% 27.50% 27.50%
## MULTI-YEAR PROJECTION

### MSA San Diego

<table>
<thead>
<tr>
<th>Revenue Detail</th>
<th>Budget 2019-20</th>
<th>YEAR 1 2020-21</th>
<th>YEAR 2 2021-22</th>
<th>YEAR 3 2022-23</th>
<th>YEAR 4 2023-24</th>
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## MULTI-YEAR PROJECTION

### MSA San Diego

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<th></th>
<th>Budget 2019-20</th>
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<th>YEAR 2 2021-22</th>
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<th>YEAR 4 2023-24</th>
<th>YEAR 5 2024-25</th>
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<td><strong>SUBTOTAL - Certificated Salaries</strong></td>
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<td>1,608,518</td>
<td>1,648,731</td>
<td>1,689,949</td>
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## MULTI-YEAR PROJECTION

**MSA San Diego**

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<th>YEAR 4 2023-24</th>
<th>YEAR 5 2024-25</th>
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### Services & Other Operating Expenses

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<td>5861 Prior Year Services</td>
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## MULTI-YEAR PROJECTION

### MSA San Diego

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### Capital Outlay & Depreciation

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<td>2021-22</td>
<td>2022-23</td>
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<td>6400 EquipFixed</td>
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### Other Outflows

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<td>2020-21</td>
<td>2021-22</td>
<td>2022-23</td>
<td>2023-24</td>
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<td>7299 Encroachment</td>
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### TOTAL EXPENDITURES

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<td><strong>4,388,591</strong></td>
<td><strong>4,541,888</strong></td>
<td><strong>4,663,666</strong></td>
<td><strong>4,748,000</strong></td>
<td><strong>4,832,785</strong></td>
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ENROLLMENT/ADA ASSUMPTIONS:
1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at 95.9% of enrollment throughout based on historical averages.
3. LCFF Unduplicated % estimated at 27.53% based on historical rates.

FEDERAL FUNDING ASSUMPTIONS:
1. ESSA Title I, II, III and IV included. Rates based on pro-rated historical levels.
2. IDEA Special Education funding assumed at $190/prior year ADA.

STATE FUNDING ASSUMPTIONS:
1. LCFF funding is calculated using FCMAT’s LCFF Calculator and results entered into the Funding Calculations page, assuming San Diego Unified School District as the highest physical location district for both base year and unduplicated percentage calculations.
2. COLAs and gap rates taken from LCFF FCMAT Calculator.
3. Mandate Block Grant funding is assumed at $16.86/ADA for TK-8 x prior year P-2 ADA.
4. AB602 Funding through El Dorado SELPA assumed.

LOCAL FUNDING ASSUMPTIONS:
1. Other Local Revenue of $5,000 from local donations and other sources.

CASH FLOW ASSUMPTIONS:
1. No loans assumed.
2. No state deferrals currently assumed.
## FUNDING CALCULATIONS

### 2020-21 (Year 1)

**Statewide COLA:** 3.000%

### LCFF FUNDING

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<td>LCFF Education Protection Account</td>
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<td>LCFF In-Lieu-Of Property Taxes</td>
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<td><strong>Total LCFF Funding</strong></td>
<td><strong>$ 8,855.01</strong></td>
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### FEDERAL REVENUES

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<td>Title II Part A</td>
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<td>Title III EL</td>
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<td>Title IV Part A</td>
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<td>Other Federal Revenues</td>
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<td>Federal IDEA Special Education</td>
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### OTHER STATE REVENUES

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### OTHER LOCAL REVENUES

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<td>Local Donations/Contributions</td>
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### TOTAL REVENUES

**$ 4,481,691.03**
### FUNDING CALCULATIONS

**2021-22 (Year 2)**

**Statewide COLA:** 2.80%

#### LCFF FUNDING

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**TOTAL LCFF FUNDING** $4,200,819.00

#### FEDERAL REVENUES

- **Title I Funding** $34,489
- **Title II Part A** $7,897
- **Title III EL** $1,956
- **Title IV Part A** $10,000

**ESSA Funding:** $54,341.80

**Other Federal Revenues**
- Federal IDEA Special Education $84,939.50
- Other Federal Revenue $-

**Total Other Federal Revenues:** $84,939.50

**TOTAL FEDERAL REVENUES** $139,281.30

#### OTHER STATE REVENUES

- **Non-Prop 20 Lottery** $153.00
- **Prop 20 Lottery** $54.00

**Total Additional Other State Revenues:** $266,174.12

**TOTAL OTHER STATE REVENUES** $365,948.12

#### OTHER LOCAL REVENUES

- Local Donations/Contributions $-
- **Before/After/Summer School Program** $20,000.00
- **Interest Earnings** $5,381.00
- **Other Local Revenues - Donations/Other** $5,000.00

**Total Additional Other Local Revenues:** $30,381.00

**TOTAL OTHER LOCAL REVENUES** $30,381.00

**TOTAL REVENUES** $4,736,429.42
## FUNDING CALCULATIONS

### 2022-23 (Year 3)

**Statewide COLA:** 3.16%

### LCFF FUNDING

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<th>$/ADA</th>
<th>ADA</th>
<th>Subtotal</th>
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### FEDERAL REVENUES

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<tr>
<td>Title I Funding</td>
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### OTHER STATE REVENUES

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<td>Prop 20 Lottery</td>
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### OTHER LOCAL REVENUES

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<tr>
<td>Local Donations/Contributions</td>
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<tr>
<td>Before/After/Summer School Program</td>
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<tr>
<td>Interest Earnings</td>
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<td><strong>Total Additional Other Local Revenues:</strong></td>
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### TOTAL REVENUES

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# Magnolia Science Academy - San Diego

**Charter Petition Renewal - Financial Projection**

## ENROLLMENT AND A.D.A. ASSUMPTIONS

### YEAR 1

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<th>Year</th>
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<th>ADA</th>
<th>ENROLL</th>
<th>ADA</th>
<th>ENROLL</th>
<th>ADA</th>
<th>ENROLL</th>
<th>ADA</th>
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### TTL Enrollment/ADA

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<th>Year</th>
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<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
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<td>154.40</td>
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### Non-Classroom-Based

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<tr>
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<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTL TK Enrollment</td>
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<tr>
<td>TTL Kinder Enrollment</td>
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<td>TTL Grade 8 Enrollment</td>
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<td>TTL Grade 9 Enrollment</td>
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<td>TTL Grade 10 Enrollment</td>
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<td>TTL Grade 11 Enrollment</td>
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<td>TTL Grade 12 Enrollment</td>
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### TOTAL:

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<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
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</thead>
<tbody>
<tr>
<td>Total Enroll</td>
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<td>447.05</td>
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### LCFF Unduplicated Calc:

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<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment*</td>
<td>465</td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
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<tr>
<td>Unduplicated Count*</td>
<td>128</td>
<td>132</td>
<td>132</td>
<td>132</td>
<td>132</td>
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<td>Unduplicated Percentage:</td>
<td>27.53%</td>
<td>27.50%</td>
<td>27.50%</td>
<td>27.50%</td>
<td>27.50%</td>
</tr>
<tr>
<td>Blended 3-year UP:</td>
<td>43.69%</td>
<td>27.51%</td>
<td>27.51%</td>
<td>27.50%</td>
<td>27.50%</td>
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</table>

* ADA ratio is P-2 ADA divided by CALPADS Fall 1 Census Day enrollment - may not represent daily in-class attendance ratio
Staffing Levels - Rationale/Explanation
While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops thereafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues.

Staffing structure and staffing levels are consistent with historical actuals as well as the general framework outlined in the petition narrative. We do not anticipate substantive changes from the staffing plan outlined in the petition, although the final staffing and allocation is subject to change based on final demographics, SPED student count and other factors.

Annual Pay Increases - Rationale/Explanation
We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. For this Financial Update, we are assuming an overall COLA increase matching the FCMAT statewide COLA projections, and an average 2.50% step/column annual increase (taking terms/replacements into account).

Benefits - Rationale/Explanation
We are assuming benefits at the following rates:

STRS = as per published CalSTRS rates
PERS = as per published CalPERS rates
OASDI = 6.20%
Medicare = 1.45%

For budget purposes we are assuming all certificated staff are CalSTRS participants.
For budget purposes we are assuming all classified staff are CalPERS participants (after 1,000 hours).
We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are calculating healthcare costs as a flat percentage of payroll as an overall budget estimate. Actual healthcare costs will be determined by employee following a full analysis of potential insurance providers, and plans will be selected through competitive bidding - plans may be modified during the charter renewal term if necessary.
## EMPLOYEE FTE & GROSS PAY

<table>
<thead>
<tr>
<th>Object</th>
<th>JobName</th>
<th>Year 1 Pay</th>
<th>Year 2 Pay</th>
<th>Year 3 Pay</th>
<th>Year 4 Pay</th>
<th>Year 5 Pay</th>
</tr>
</thead>
<tbody>
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<td>1100</td>
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<td>200,042</td>
<td>205,044</td>
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<td>215,424</td>
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<td>196,898</td>
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<td>136,463</td>
<td>139,874</td>
<td>143,371</td>
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<td>135,463</td>
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<td>72,231</td>
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<tr>
<td>1300</td>
<td>Principal (6-8)</td>
<td>104,838</td>
<td>107,458</td>
<td>110,145</td>
<td>112,899</td>
<td>115,721</td>
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<td>90,887</td>
<td>93,160</td>
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<tr>
<td>2100</td>
<td>SPED Aide</td>
<td>65,666</td>
<td>79,335</td>
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## Payroll & Staffing Detail Tables

### Employee FTE & Gross Pay

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<th>Object</th>
<th>JobName</th>
<th>Year 1 Pay</th>
<th>Year 2 Pay</th>
<th>Year 3 Pay</th>
<th>Year 4 Pay</th>
<th>Year 5 Pay</th>
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<td>2200</td>
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<td>20,252</td>
<td>20,758</td>
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<td><strong>172,040</strong></td>
<td><strong>176,341</strong></td>
<td><strong>180,750</strong></td>
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**Grand Total**

|        | **1,868,026** | **1,917,832** | **1,965,778** | **2,014,922** | **2,065,295** |
## Charter Petition Renewal - Financial Projection

### 2020-21 Projected Monthly Cash Flow Statement

#### Description

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<tr>
<th>Description</th>
<th>2020-21 Budget</th>
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<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Accruals</th>
<th>Total For Year</th>
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Magnolia Science Academy - San Diego
Charter Petition Renewal - Financial Projection
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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 250 East 1st Street, Suite 1500, Los Angeles, 90012 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.

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 employee 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. The terms of directors shall be staggered as determined by the Board. Staggering has been accomplished by the Board appointing directors on different dates. Staggering shall be maintained as directors shall be appointed to fill vacant seats at the expiration of each staggered term.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to nominate qualified candidates for designation to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee shall make its report at least seven (7) days before the date of the designation 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. Any member of the community may also refer a potential candidate to the Board for consideration.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be designated, 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; or

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected.

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 shall 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;

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.

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, and to the public in the manner prescribed by any applicable public open meeting law.

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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.
ARTICLE X
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 XI
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 XII
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 and applicable law 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 XIII
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 XIV
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 XV
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 XVI
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 XVII
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 by the director 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.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18
Page 11 of 13
ARTICLE XVIII
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. The corporation shall comply with the reporting requirements of Corporations Code Section 6322.

ARTICLE XIX
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 all the directors then in office.

ARTICLE XX
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 13 pages including this “Certificate of Secretary”, are the bylaws of this corporation as adopted by the Board of Directors on October 11, 2018; and that these amended and restated bylaws have not been amended or modified since that date.

Ms. Barbara Torres
Secretary
APPENDIX 2C

ARTICLES OF INCORPORATION
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

DEBRA BOWEN
Secretary of State
CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

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 2D

CONFLICT OF INTEREST CODE AND POLICY
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
CONFLICT OF INTEREST CODE

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

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

**DESIGNATED POSITIONS**

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

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

The CEO/President or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO/President or designee’s determination is a
public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Government Code § 81008)

**APPENDIX B**

**DISCLOSURE CATEGORIES**

**Category 1:**

Designated positions assigned to this category must report:

a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by MERF’s charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

**Category 2:**

Designated positions assigned to this category must report:

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

**Category 3:**

Designated positions assigned to this category must report:

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

I. PURPOSE

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

II. DESIGNATED EMPLOYEES

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

III. DISQUALIFICATION

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

IV. MANNER OF DISQUALIFICATION

A. Non-Board Member Designated Employees

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

B. Board Member Designated Employees

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.
This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and comply with any applicable provisions of the Charter School bylaws.
APPENDIX 2E
LOCAL CONTROL AND ACCOUNTABILITY PLAN
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name | Contact Name and Title | Email and Phone
--- | --- | ---
Magnolia Science Academy-San Diego | Gokhan Serce, Principal | gserce@magnoliapublicschools.org (619) 644 1300

2017-20 Plan Summary

The Story
Describe the students and community and how the LEA serves them.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA- San Diego serves around 400 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia’s mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, afterschool clubs, character education classes, field trips, community meetings, and much more. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links. Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.

LCAP Highlights
Identify and briefly summarize the key features of this year’s LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents’ appreciation of being involved in the decision-making process and the need for continuous parent trainings via activities such as Coffee w/ Principal, PTF and LCAP meetings
Although our overall proficiency went down in Math and ELA our school still had high scores in Navajo Community and high scores compared to all charters in city of San Diego. There is a need to continue our improvements in designated/integrated English Learner services.

We improve the sense of safety of stakeholders through facility improvements such as installing blinds and re-keying the doors, through parent and student safety awareness/roundtable meetings and in addition to yearly safety training providing an in person active shooter training for all staff through SDCOE.

Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs.

Providing positive behavior intervention support services to our students through well-established Restorative Practices system.

Continue using teacher evaluation system ‘TeachBoost’

Reduce chronic absenteeism to under 5%.

**Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**Greatest Progress**

- We are implementing Restorative Practices to improve school culture and provided many professional developments for our staff and teacher leaders.
- Trained all admin team and teacher leaders in MTSS through MTSS grant.
- MSA-San Diego’s overall performance in State testing based on California School Dashboard is all green, and based on new results we are expecting to see a change to a blue.
- MSA-San Diego showed significant growth in state test in both Math and English for English Learners
- Our school outperformed most of the charter middle schools in city of San Diego and many of the middle schools in Navajo community.
- MSA-San Diego established partnership with the local community college to host Future City competition and community events like San Diego STEAM Expo.
- MSA-San Diego provided opportunities for students to showcase their achievements in STEAM fields. Some of the opportunities are:
  1. Seaperch underwater robotics team made it to international Finals
  2. Our FLL Robotics team won the 2nd place in LEGOLAND at SoCal competition.
  3. Our Archery team won San Diego 2nd place, State 4th place and National 5th place at the Olympic Archery in Middle Schools competitions throughout the year.
  4. MSA-San Diego cohosted 6th annual San Diego STEAM Expo with Grossmont College
  5. Participated San Diego Festival of Science and Engineering with over 80 students. Over 7,000 visitors visited Magnolia booths.
- The level of parent participation for school events increased significantly.
- MSA-San Diego PTF established their bylaws and had their second election with the new bylaws.
- The home visit numbers and MSA-San Diego exceeded its target.
- New site construction finished and we installed artificial turf to our field.
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

- Increase academic achievement in the area of math and ELA for all student groups in CAASPP.
- Recruiting and retaining highly qualified teachers
- Continual refinement of intervention programs to assist in closing the achievement gap for all student groups.
- Empowering students to be school wide student leaders in the establishment of school culture with a new school culture model.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

- Both in math and ELA, the following student groups have the highest needs: Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic, and English Learners. MSA-San Diego will continue to provide additional support for the high need student groups.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

**Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

N/A

**Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A
Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A
## Goal 1

**EXCELLENCE:** All students will pursue academic excellence and be college/career ready.

### State and/or Local Priorities addressed by this goal:

- **State Priorities:** 1, 2, 4, and 8
- **Local Priorities:** N/A

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers who will be appropriately assigned and fully</td>
<td>Percentage of teachers who are appropriately assigned and fully</td>
</tr>
<tr>
<td>credentialed as required by law and the charter: 100%</td>
<td>credentialed as required by law and the charter: 100%</td>
</tr>
<tr>
<td>Percentage of students who will have sufficient access to standards-</td>
<td>Percentage of students who have sufficient access to standards-</td>
</tr>
<tr>
<td>aligned instructional materials: 100%</td>
<td>aligned instructional materials: 100%</td>
</tr>
<tr>
<td>Percentage of items on facility inspection checklists in</td>
<td>Percentage of items on facility inspection checklists in</td>
</tr>
<tr>
<td>compliance/good standing: 90%</td>
<td>compliance/good standing: 90%</td>
</tr>
<tr>
<td>Percentage of state standards implementation for all students:</td>
<td>Percentage of state standards implementation for all students:</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students performing proficient on the CAASPP-ELA/Literacy</td>
<td>2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.</td>
</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th></th>
<th>All Students:</th>
<th>English Learners:</th>
<th>Socioeconomically Disadvantaged:</th>
<th>Students with Disabilities:</th>
<th>Hispanic:</th>
<th>White:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 percentage points up from the prior year</td>
<td>3 percentage points up from the prior year</td>
<td>3 percentage points up from the prior year</td>
<td>3 percentage points up from the prior year</td>
<td>3 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
</tr>
</tbody>
</table>

### Actual

#### 2017-18 (Baseline):

<table>
<thead>
<tr>
<th></th>
<th>All Students:</th>
<th>English Learners:</th>
<th>Socioeconomically Disadvantaged:</th>
<th>Students with Disabilities:</th>
<th>Hispanic:</th>
<th>White:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61%</td>
<td>6%</td>
<td>41%</td>
<td>22%</td>
<td>47%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

#### 2018-19 (Projected):

<table>
<thead>
<tr>
<th></th>
<th>All Students:</th>
<th>English Learners:</th>
<th>Socioeconomically Disadvantaged:</th>
<th>Students with Disabilities:</th>
<th>Hispanic:</th>
<th>White:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 percentage points up from the prior year</td>
<td>3 percentage points up from the prior year</td>
<td>3 percentage points up from the prior year</td>
<td>3 percentage points up from the prior year</td>
<td>3 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
</tr>
</tbody>
</table>

Change in Average Distance from Standard on the CASSPP-2018-19 SBAC data is not available at this time. The following
### ELA/Literacy assessments (Grades 3-8) will be:

<table>
<thead>
<tr>
<th>Category</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-19 Expected:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>2 points up from the prior year</td>
<td>22.4 points above standard</td>
</tr>
<tr>
<td>English Learners</td>
<td>2 points up from the prior year</td>
<td>12.7 points below standard</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>3 points up from the prior year</td>
<td>10.7 points below standard</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>3 points up from the prior year</td>
<td>52.8 points below standard</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3 points up from the prior year</td>
<td>0.7 points below standard</td>
</tr>
<tr>
<td>White</td>
<td>2 points up from the prior year</td>
<td>32.5 points above standard</td>
</tr>
</tbody>
</table>

### Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

<table>
<thead>
<tr>
<th>Category</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-19 Expected:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>3 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>3 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>3 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>3 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>3 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3 points up from the prior year</td>
<td></td>
</tr>
</tbody>
</table>

**2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments.**
### 2018-19 Expected:

<table>
<thead>
<tr>
<th>Category</th>
<th>Expected Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>English Learners</td>
<td>3 percentage points up from the prior year</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>White</td>
<td>2 percentage points up from the prior year</td>
</tr>
</tbody>
</table>

### 2017-18 (Baseline):

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>52%</td>
</tr>
<tr>
<td>English Learners</td>
<td>11%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>30%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>27%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43%</td>
</tr>
<tr>
<td>White</td>
<td>58%</td>
</tr>
</tbody>
</table>

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

### 2018-19 (Projected):

<table>
<thead>
<tr>
<th>Category</th>
<th>Expected Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>English Learners</td>
<td>3 percentage points up from the prior year</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2 percentage points up from the prior year</td>
</tr>
</tbody>
</table>

CAASPP-Mathematics assessments and projected increase in 2018-19.
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

### 2018-19 Expected:

<table>
<thead>
<tr>
<th>Category</th>
<th>Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students:</td>
<td>3 points up</td>
</tr>
<tr>
<td>English Learners:</td>
<td>3 points up</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged:</td>
<td>3 points up</td>
</tr>
<tr>
<td>Students with Disabilities:</td>
<td>3 points up</td>
</tr>
<tr>
<td>Hispanic:</td>
<td>3 points up</td>
</tr>
<tr>
<td>White:</td>
<td>2 points up</td>
</tr>
</tbody>
</table>

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

#### 2017-18 (Baseline):

<table>
<thead>
<tr>
<th>Category</th>
<th>Distance from Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students:</td>
<td>8.5 points above</td>
</tr>
<tr>
<td>English Learners:</td>
<td>24.6 points below</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged:</td>
<td>35.7 points below</td>
</tr>
<tr>
<td>Students with Disabilities:</td>
<td>61 points below</td>
</tr>
<tr>
<td>Hispanic:</td>
<td>17.9 points below</td>
</tr>
<tr>
<td>White:</td>
<td>20.2 points above</td>
</tr>
</tbody>
</table>

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

#### 2018-19 (Projected):

<table>
<thead>
<tr>
<th>Category</th>
<th>Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students:</td>
<td>3 points up</td>
</tr>
<tr>
<td>English Learners:</td>
<td>3 points up</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged:</td>
<td>3 points up</td>
</tr>
<tr>
<td>Students with Disabilities:</td>
<td>3 points up</td>
</tr>
<tr>
<td>Hispanic:</td>
<td>3 points up</td>
</tr>
</tbody>
</table>

### Actual

<table>
<thead>
<tr>
<th>Category</th>
<th>Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>White:</td>
<td>2 percentage points up from the prior year</td>
</tr>
</tbody>
</table>
### Expected vs. Actual

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>White:</td>
<td>2 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of EL students making annual progress in learning English as measured by the ELPAC:</strong></td>
<td>2 percentage points up from the prior year</td>
<td>2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.</td>
</tr>
<tr>
<td>2017-18 (Baseline):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4 - Well Developed</td>
<td>42.1%</td>
<td></td>
</tr>
<tr>
<td>Level 3 - Moderately Developed</td>
<td>26.3%</td>
<td></td>
</tr>
<tr>
<td>Level 2 - Somewhat Developed</td>
<td>21.1%</td>
<td></td>
</tr>
<tr>
<td>Level 1 – Beginning Stage</td>
<td>10.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually:</strong></td>
<td>5 percentage points up from the prior year</td>
<td>2017-18 (Baseline) 26% 2018-19 (Projected) 5 percentage points up from the prior year</td>
</tr>
<tr>
<td><strong>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives:</strong></td>
<td>91%</td>
<td>2017-18 (Baseline) 90% 2018-19 (End of second semester Projected) 1 percentage points up from the prior year</td>
</tr>
</tbody>
</table>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
# Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</td>
<td>All teacher credentials have been reviewed. We have supported four of our teachers for their credentialing needs. We are compliant with teacher assignments.</td>
<td>$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base) ; $4,500 BTSA Mentor Stipend (1000)(Base);</td>
<td>$8,000 BTSA expenses (5000)(Base); $4,500 BTSA Mentor Stipend (1000)(Base);</td>
</tr>
</tbody>
</table>

# Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</td>
<td>We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.</td>
<td>&quot;$11,000 Books (4100-4200); $74,000 Supplies, materials (4300), $35,000 Equipment (4400)&quot;</td>
<td>&quot;$11,000 Books (4100-4200); $74,000 Supplies, materials (4300), $35,000 Equipment (4400)&quot;</td>
</tr>
</tbody>
</table>

# Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</td>
<td>We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.</td>
<td>$56,650.00 5500 Operations and House Keeping, $30,000.00 5615 Maintenance,</td>
<td>$56,650.00 5500 Operations and House Keeping, $30,000.00 5615 Maintenance,</td>
</tr>
<tr>
<td>Action 4</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</td>
<td>Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)</td>
<td>$28,000 Professional Development (5800); $2,000 TeachBoost fees (5000)</td>
<td>$28,000 Professional Development (5800); $2,000 TeachBoost fees (5000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 5</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</td>
<td>We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.</td>
<td>$40,000 EL Support staff salary (1000)(S&amp;C); $12,000 Benefits (3000)(S&amp;C); 2,000 EL supplemental materials (4000)(Title I)</td>
<td>$40,000 EL support staff salary (1000)(S&amp;C); $12,000 Benefits (3000)(S&amp;C); 2,000 EL supplemental materials (4000)(Title I)</td>
<td></td>
</tr>
</tbody>
</table>
### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School teachers will provide instruction using integrated ELD instructional</td>
<td>Our teachers provide instruction using integrated ELD instructional strategies as</td>
<td>$4,000 Professional Development on ELD strategies (5000)(S&amp;C)</td>
<td>$4,000 Professional Development on ELD strategies (5000)(S&amp;C)</td>
</tr>
<tr>
<td>strategies as outlined in the CHATS framework (and other research-based strategies such</td>
<td>outlined in the CHATS framework to all students, including ELs. Our teachers have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>as SDAIE) to all students, including ELs. Charter School will provide culturally and</td>
<td>participated in professional development on ELD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>linguistically relevant materials for students. ELs will receive further in-class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructional support which includes one-on-one teacher support and small group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instruction. Charter School will strive to provide bilingual instructional assistants to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provide primary language support to enable students to access content area instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>while gaining language proficiency. Charter School will ensure that teachers participate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in PD on ELD instructional strategies and CHATS framework.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the day, Charter School will provide additional supports and interventions to</td>
<td>During the day, we provide additional supports and interventions to all students,</td>
<td>$33,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits</td>
<td>$33,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits</td>
</tr>
<tr>
<td>all students, including ELs.</td>
<td>including ELs, via Power English, Power Math, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 8
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000 After school tutoring (1000)</td>
<td>$20,000 After school tutoring (1000)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 9**

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$87,000 deans of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS &amp; DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)</td>
<td>$87,000 deans of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS &amp; DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Although students’ SBAC math and ELA proficiency rates decreased, the decrease is mostly due to student body change as a result of facility change announcement. When the cohort data is analyzed most of the returning student showed growth. As a result of that LCAP committee decided not to modify the goals. Our staff participated in variety of CCSS PDs. Our staff continued to meet weekly to discuss student data and they seek ways to support our students in classroom and afterschool. SBAC, CELDT/ELPAC and MAP data are used to identify struggling students and them students are provided intervention services. Targeted interventions include small group instruction and after school tutoring. This year our Math and English teachers continued to administer Interim Assessment Blocks (IABs) to measure skill mastery. They used this data to support students after school. Based on IAB results our students show significant growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.
Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8
Local Priorities: N/A

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of the programs and services outlined in the charter petition</td>
<td>Percentage of the programs and services outlined in the charter</td>
</tr>
<tr>
<td>that will be provided as measured by student interest surveys for</td>
<td>petition that we provide, certain programs and services being</td>
</tr>
<tr>
<td>elective courses and programs, master school schedule, and class</td>
<td>dependent on student need and interest: 100%</td>
</tr>
<tr>
<td>rosters: 100%</td>
<td></td>
</tr>
<tr>
<td>Percentage of students who will have sufficient access to all academic</td>
<td>Percentage of students who have sufficient access to all academic</td>
</tr>
<tr>
<td>and educational programs provided by the Charter School as measured by</td>
<td>and educational programs provided by the Charter School as measured</td>
</tr>
<tr>
<td>student interest surveys for elective courses and programs, master</td>
<td>by student interest surveys for elective courses and programs, master</td>
</tr>
<tr>
<td>school schedule, and class rosters: 100%</td>
<td>school schedule, and class rosters: 100%</td>
</tr>
<tr>
<td>Percentage of students enrolled in the Charter School’s grades 6-8 who</td>
<td>Percentage of students enrolled in the Charter School’s grades 6-8 who</td>
</tr>
<tr>
<td>take the Accelerated and/or Advanced Math class and/or Advanced Math</td>
<td>take the Accelerated and/or Advanced Math class and/or Advanced Math</td>
</tr>
<tr>
<td>club: 20%</td>
<td>club: 24%</td>
</tr>
<tr>
<td>Percentage of our graduates who will have taken a Computer/Technology</td>
<td>Percentage of our seniors who have taken a Computer/Technology class</td>
</tr>
<tr>
<td>class and/or experienced blended learning in their program of study:</td>
<td>and/or experienced blended learning in their program of study:</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students who will have created or demonstrated a STEAM</td>
<td>Percentage of students who have created or demonstrated a STEAM</td>
</tr>
<tr>
<td>focused project, experiment, model or demo: 100%</td>
<td>focused project, experiment, model or demo: 100%</td>
</tr>
</tbody>
</table>
**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</td>
<td>We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Spanish, Mandarin, Robotics and Engineering, Band, Graphic Design and Art, etc.</td>
<td>$1,700,000 Teacher salaries (1000)(Base); $620,000 Benefits (3000)(Base); ; $50,000 Field trip expenses (5000)(Donations)</td>
<td>$1,700,000 Teacher salaries (1000)(Base); $620,000 Benefits (3000)(Base); ; $50,000 Field trip expenses (5000)(Donations)</td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</td>
<td>We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.</td>
<td>$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $53,000 Benefits (3000)(Base)</td>
<td>$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $53,000 Benefits (3000)(Base)</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will offer Accelerated and/or</td>
<td>We offer Accelerated and Advanced Math</td>
<td>$52,000</td>
<td>$52,000</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</td>
<td>We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 70 Chromebooks. Our teachers have participated in PD on Blended Learning.</td>
<td>$73,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $30,000 Computers; $25,000 Technology expenses</td>
<td>$73,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $30,000 Computers; $25,000 Technology expenses</td>
</tr>
</tbody>
</table>

**Action 5**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</td>
<td>We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo, San Diego STEAM EXPO, San Diego Festival of Science and Engineering at PETCO Park and county-</td>
<td>$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base</td>
<td>$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base</td>
</tr>
</tbody>
</table>
**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide blended learning in all core classes; we offer Accelerated and honors Math and Robotics and Engineering, Graphic Design and Art classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo at variety of events throughout the year which take place at school, in the county or state level. Some examples are: Magnolia-wide STEAM expo, San Diego STEAM EXPO, San Diego Festival of Science and Engineering at PETCO Park, Holiday STEAM Expo, San Diego makers fair, LEGOLAND statewide robotics competitions, SeaPerch Competition and Futurecity state wide competitions, etc.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. In addition to providing state of the art STEAM education our school provides different opportunities for students to showcase and compete in STEAM areas. Here are some of the STEAM events that our students participated: California STEM Symposium, San Diego Makers Faire, Mini Makers fairs at Barnes and Noble multiple times during the year, San Diego Festival of Science and Engineering for 5th consecutive year and MPS STEAM Expo. Also we hosted the 5th San Diego STEAM Expo in partnership with Grossmont College. Robotics, engineering, archery and band are our signature programs. Our students won the 2nd place at FLL competitions in Southern California.
At the engineering competition, SeaPerch, our students won the regional championship and participated at international finals. Finally our Archery team won San Diego 2nd Place, State 4th place and National 5th place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected measurable outcomes, actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.
### Goal 3

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

State and/or Local Priorities addressed by this goal:

- **State Priorities:** 3, 5, and 6
- **Local Priorities:** N/A

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of SSC meetings per year: 4</td>
<td>Current: 3</td>
</tr>
<tr>
<td></td>
<td>By the end of 2018-19 (Planned): 4</td>
</tr>
<tr>
<td>Number of PTF meetings per year: 4</td>
<td>Current: 4</td>
</tr>
<tr>
<td></td>
<td>By the end of 2019-19 (Planned): 4</td>
</tr>
<tr>
<td>Number of activities/events for parent involvement per year: 5</td>
<td>Current: 8</td>
</tr>
<tr>
<td></td>
<td>By the end of 2018-19 (Planned): 8</td>
</tr>
<tr>
<td>Number of progress reports sent to parents per year: 4</td>
<td>4</td>
</tr>
<tr>
<td>Percentage of students who have been home-visited by the teachers per year: 15%</td>
<td>2017-18 (Baseline) 16%</td>
</tr>
<tr>
<td></td>
<td>2018-19 (Current) 17%</td>
</tr>
<tr>
<td></td>
<td>2018-19 (End of year Planned) 17%</td>
</tr>
<tr>
<td>ADA rate: 97%</td>
<td>2017-18 (Baseline) 95.63%</td>
</tr>
<tr>
<td></td>
<td>2018-19 (Current) 95.85%</td>
</tr>
<tr>
<td></td>
<td>2018-19 (End of year 95.85%)</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Planned)</strong></td>
</tr>
<tr>
<td>Chronic absenteeism rate: 7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017-18 (Baseline)</td>
</tr>
<tr>
<td></td>
<td>2018-19 (Current)</td>
</tr>
<tr>
<td></td>
<td>2018-19 (End of year Planned)</td>
</tr>
<tr>
<td>Middle school dropout rate: 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017-18 (Baseline)</td>
</tr>
<tr>
<td></td>
<td>2018-19 (Current)</td>
</tr>
<tr>
<td></td>
<td>2018-19 (End of year Planned)</td>
</tr>
<tr>
<td>Student suspension rate: 1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017-18 (Baseline)</td>
</tr>
<tr>
<td></td>
<td>2018-19 (Current)</td>
</tr>
<tr>
<td></td>
<td>2018-19 (End of year Planned)</td>
</tr>
<tr>
<td>Student expulsion rate: 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017-18 (Baseline)</td>
</tr>
<tr>
<td></td>
<td>2018-19 (Current)</td>
</tr>
<tr>
<td></td>
<td>2018-19 (End of year Planned)</td>
</tr>
<tr>
<td>School experience survey participation rates will be:</td>
<td></td>
</tr>
<tr>
<td>Students:</td>
<td>85%</td>
</tr>
<tr>
<td>Families:</td>
<td>55%</td>
</tr>
<tr>
<td>Staff:</td>
<td>85%</td>
</tr>
<tr>
<td>School experience survey participation rates are:</td>
<td></td>
</tr>
<tr>
<td>Students:</td>
<td>89.2%</td>
</tr>
<tr>
<td>Families:</td>
<td>55.4%</td>
</tr>
<tr>
<td>Staff:</td>
<td>88.2%</td>
</tr>
</tbody>
</table>
### School Experience Survey Average Approval Rates

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Students:</td>
</tr>
<tr>
<td>Families:</td>
<td>Families:</td>
</tr>
<tr>
<td>Staff:</td>
<td>Staff:</td>
</tr>
<tr>
<td>70%</td>
<td>53%</td>
</tr>
<tr>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.</td>
<td>We hold 3 SSC, and 4 PTF meetings to seek parent input in making decisions for the school.</td>
<td>$1,000 Parent meeting expenses (4000)(S&amp;C)</td>
<td>$1,000 Parent meeting expenses (4000)(S&amp;C)</td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</td>
<td>We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, facility transition meetings, safety round table meetings and parent conferences.</td>
<td>$2,000 Parent activities/events expenses (4000)(Base)</td>
<td>$2,000 Parent activities/events expenses (4000)(Base)</td>
</tr>
</tbody>
</table>
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will provide parents with access to course material, homework assignments, projects, and records of students’ grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</td>
<td>We provide parents with access to course material, homework assignments, projects, and records of students’ grades through our SIS, and further communicate with the parents of students who are performing below grade level.</td>
<td>$6,500 Illuminate SIS &amp; DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]</td>
<td>$6,500 Illuminate SIS &amp; DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</td>
<td>Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.</td>
<td>$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]</td>
<td>$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</td>
<td>We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.</td>
<td>$76,000 Dean of Culture salary (1000)(S&amp;C); $22,000 Benefits (3000)(S&amp;C);</td>
<td>$76,000 Dean of Culture salary (1000)(S&amp;C); $22,000 Benefits (3000)(S&amp;C);</td>
</tr>
</tbody>
</table>
### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</td>
<td>We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</td>
<td>$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $1,500 School Messenger notification program</td>
<td>$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $1,500 School Messenger notification program</td>
</tr>
</tbody>
</table>

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</td>
<td>We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.</td>
<td>$85,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)</td>
<td>$85,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an</td>
<td>Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships,</td>
<td>$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)</td>
<td>$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)</td>
</tr>
</tbody>
</table>
atmosphere of trust, respect, and high expectations. and helped create an atmosphere of trust, respect, and high expectations. 

**Action 9**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will annually administer school experience surveys to students, parents, and staff.</td>
<td>We have administered school experience surveys to our students, parents, and staff.</td>
<td>$2,000 Panorama Education surveys (5000)(Base)</td>
<td>$2,000 Panorama Education surveys (5000)(Base)</td>
</tr>
</tbody>
</table>

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held three SSC and 4 PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The actions/services have been effective as measured by progress towards our annual measurable outcomes. The two areas that we will focus next year will be ADA and student approval rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent workshops. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.
Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 4 PTF meetings, 3 SSC meetings, at least 10 parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 66 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?
The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Expanding after school tutoring and athletic teams and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving student restrooms
- Providing cabinets for classrooms
- Other input includes improving school facilities and the lunch program.
## Goals, Actions, & Services

**Strategic Planning Details and Accountability**

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

### Goal 1

**EXCELLENCE:** All students will pursue academic excellence and be college/career ready.

**State and/or Local Priorities addressed by this goal:**

- **State Priorities:** 1, 2, 4, and 8
- **Local Priorities:** N/A

**Identified Need:**

**Priority 1:**
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

**Priority 2:**
- To ensure implementation of state board adopted academic content and performance standards for all students

**Priority 4:**
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
☐ To ensure EL students make annual progress in learning English
☐ To ensure our students are college/career ready

Priority 8:
☐ To ensure student proficiency in all courses

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students who will have sufficient access to standards-aligned instructional materials</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of state standards implementation for all students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of items on facility inspection checklists in compliance/good</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>All Students: 68%</td>
<td>All Students: 5 percentage points up from the prior year</td>
<td>All Students: 2 percentage points up from the prior year</td>
<td>All Students: 2 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>English Learners: 46%</td>
<td>English Learners: 5 percentage points up from the prior year</td>
<td>English Learners: 3 percentage points up from the prior year</td>
<td>English Learners: 3 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged: 54%</td>
<td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td>
<td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td>
<td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities: 23%</td>
<td>Students with Disabilities: 5 percentage points up from the prior year</td>
<td>Students with Disabilities: 3 percentage points up from the prior year</td>
<td>Students with Disabilities: 3 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Hispanic: 61%</td>
<td>Hispanic: 3 percentage points up from the prior year</td>
<td>Hispanic: 3 percentage points up from the prior year</td>
<td>Hispanic: 3 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>White: 71%</td>
<td>White: 3 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8):</td>
<td>2016-17 (Baseline):</td>
<td>2017-18 (Expected):</td>
<td>2018-19 (Expected):</td>
<td>2019-20 (Expected):</td>
</tr>
<tr>
<td>All Students: 30.9 points above standard</td>
<td>All Students: 3 points up from the prior year</td>
<td>All Students: 2 points up from the prior year</td>
<td>All Students: 2 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>English Learners: 31.3 points below standard</td>
<td>English Learners: 3 points up from the prior year</td>
<td>English Learners: 2 points up from the prior year</td>
<td>English Learners: 2 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td>
<td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td>
<td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td>
<td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities: 5 percentage points up from the prior year</td>
<td>Students with Disabilities: 3 percentage points up from the prior year</td>
<td>Students with Disabilities: 3 percentage points up from the prior year</td>
<td>Students with Disabilities: 3 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Hispanic: 3 percentage points up from the prior year</td>
<td>Hispanic: 3 percentage points up from the prior year</td>
<td>Hispanic: 3 percentage points up from the prior year</td>
<td>Hispanic: 3 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>White: 3 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged: 4.1 points below standard</td>
<td>Socioeconomically Disadvantaged: 3 points up from the prior year</td>
<td>Socioeconomically Disadvantaged: 3 points up from the prior year</td>
<td>Socioeconomically Disadvantaged: 3 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities: 63.2 points below standard</td>
<td>Students with Disabilities: 3 points up from the prior year</td>
<td>Students with Disabilities: 3 points up from the prior year</td>
<td>Students with Disabilities: 3 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>Hispanic: 18 points above standard</td>
<td>Hispanic: 3 points up from the prior year</td>
<td>Hispanic: 3 points up from the prior year</td>
<td>Hispanic: 3 points up from the prior year</td>
<td></td>
</tr>
<tr>
<td>White: 36.7 points above standard</td>
<td>White: 3 points up from the prior year</td>
<td>White: 3 points up from the prior year</td>
<td>White: 2 points up from the prior year</td>
<td></td>
</tr>
</tbody>
</table>

**Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8):**

**2016-17 (Baseline):**
- All Students: 59%
- English Learners: 23%
- Socioeconomically Disadvantaged: 42%
- Students with Disabilities: 25%
- Hispanic: 47%
- White: 65%

**2017-18 (Expected):**
- All Students: 3 percentage points up from the prior year
- English Learners: 3 percentage points up from the prior year
- Socioeconomically Disadvantaged: 3 percentage points up from the prior year
- Students with Disabilities: 3 percentage points up from the prior year
- Hispanic: 3 percentage points up from the prior year
- White: 3 points up from the prior year

**2018-19 (Expected):**
- All Students: 2 percentage points up from the prior year
- English Learners: 3 percentage points up from the prior year
- Socioeconomically Disadvantaged: 2 percentage points up from the prior year
- Students with Disabilities: 2 percentage points up from the prior year
- Hispanic: 2 percentage points up from the prior year
- White: 2 points up from the prior year

**2019-20 (Expected):**
- All Students: 2 percentage points up from the prior year
- English Learners: 3 percentage points up from the prior year
- Socioeconomically Disadvantaged: 2 percentage points up from the prior year
- Students with Disabilities: 2 percentage points up from the prior year
- Hispanic: 2 percentage points up from the prior year
- White: 2 points up from the prior year
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</td>
<td>2016-17 (Baseline):</td>
<td>2017-18 (Expected):</td>
<td>2018-19 (Expected):</td>
<td>2019-20 (Expected):</td>
</tr>
<tr>
<td>All Students: 26.7 points above standard</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
</tr>
<tr>
<td>English Learners: 25.1 points below standard</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged: 12.1 points below standard</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Students with Disabilities: 67 points below standard</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Hispanic: 0.8 points above standard</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
</tr>
<tr>
<td>White: 40.8 points above standard</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
<td>White: 2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Percentage of EL students making annual progress in learning English as measured by the ELPAC</td>
<td>77%</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
<td>2 percentage points up from the prior year</td>
</tr>
<tr>
<td>Percentage of ELs reclassified to</td>
<td>16%</td>
<td>10 percentage point up from the prior year</td>
<td>5 percentage point up from the prior year</td>
<td>5 percentage point up from the prior year</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Fluent English Proficient (RFEP) annually</td>
<td></td>
<td>4 percentage point up from the prior year</td>
<td>1 percentage point up from the prior year</td>
<td>1 percentage point up from the prior year</td>
</tr>
<tr>
<td>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services
Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

<table>
<thead>
<tr>
<th></th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</td>
<td>See description for 2017-18</td>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$13,500</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Reference</td>
<td>$8,500 BTSA expenses (5000)(Base); $5,000 EL authorization expenses</td>
<td>$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses</td>
<td>$4,000 BTSA expenses (5000)(Base); $3000 BTSA Mentor Stipend</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>(5000)(Base)</td>
<td>(5000)(Base) : $4,500 BTSA Mentor Stipend</td>
<td>(1000)(Base);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1000)(Base);</td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$85,000</td>
<td>$120,000</td>
<td>$56,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>
| Budget Reference | "$10,000 Books (4100-4200); $55,000 Supplies, materials (4300), $20,000 Equipment (4400)"
| Budget Reference | "$11,000 Books (4100-4200); $74,000 Supplies, materials (4300), $35,000 Equipment (4400)"
| Budget Reference | "$10,000 Books (4100-4200); $19,000 Supplies, materials (4300), $27,000 Equipment (4400)"

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  [Add Scope of Services selection here]  [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$120,450</td>
<td>$142,650</td>
<td>$129,861</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget</td>
<td>$55,000.00 5500 Operations and House Keeping,</td>
<td>$56,650.00 5500 Operations and House Keeping,</td>
<td>$68000, 5000 Operations and House Keeping, Maintenance,</td>
</tr>
</tbody>
</table>
### Year 2017-18
- Reference: $15,450.00 5615 Maintenance, $50,000.00 2900, 3000 Custodian salary & benefits

### Year 2018-19
- Reference: $30,000.00 5615 Maintenance, $56,000.00 2900, 3000 Custodian salary & benefits

### Year 2019-20
- Reference: $38,551 (3000) 23,310 (2200) Custodian salary & benefits

---

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

For 2017-18:
- Unchanged

For 2018-19:
- Unchanged

For 2019-20:
- Unchanged

---

Page 40
**2017-18 Actions/Services**
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

**2018-19 Actions/Services**
See description for 2017-18

**2019-20 Actions/Services**
See description for 2017-18

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$29,500</td>
<td>$30,000</td>
<td>$5,800</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$27,000 Professional Development (5800); $2,000 TeachBoost fees (5000)</td>
<td>$28,000 Professional Development (5800); $2,000 TeachBoost fees (5000)</td>
<td>$5,000 Professional Development (5800); $1,800 TeachBoost fees (5000)</td>
</tr>
</tbody>
</table>

**Action 5**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

**2018-19 Actions/Services**

See description for 2017-18

**2019-20 Actions/Services**

See description for 2017-18

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Amount</td>
<td>$42,000</td>
<td>$54,000</td>
<td>$27,800</td>
</tr>
<tr>
<td>Source</td>
<td>S&amp;C; Title I</td>
<td>S&amp;C; Title I</td>
<td>S&amp;C; Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$30,000 EL support staff salary (1000)(S&amp;C); $10,000 Benefits (3000)(S&amp;C); 2,000 EL supplemental materials (4000)(Title I)</td>
<td>$40,000 EL Support staff salary (1000)(S&amp;C); $12,000 Benefits (3000)(S&amp;C); 2,000 EL supplemental materials (4000)(Title I)</td>
<td>$19,400 EL Coordinator salary (2000)(S&amp;C); $8,400 Benefits (3000)(S&amp;C)</td>
</tr>
</tbody>
</table>

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]  [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20
---|---|---
Unchanged | Unchanged | Unchanged

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</td>
<td>See description for 2017-18</td>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,000</td>
<td>$4,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Source</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$3,000 Professional Development on ELD strategies (5000)(S&amp;C)</td>
<td>$4,000 Professional Development on ELD strategies (5000)(S&amp;C)</td>
<td>$5,000 Professional Development (5800); Duplicate expense</td>
</tr>
</tbody>
</table>

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>English Learners, Foster Youth, and/or Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, and/or Low Income</td>
</tr>
</tbody>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>LEA-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA-wide</td>
</tr>
</tbody>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>
During the day, Charter School will provide additional supports and interventions to all students, including ELs.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$40,000</td>
<td>$43,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Source</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$30,000 Intervention teacher salaries (1000)(Title I); $10,000 benefits</td>
<td>$33,000 Intervention teacher salaries (1000)(Title I); $10,000 benefits</td>
<td>$30,000 Intervention teacher salaries (1100)</td>
</tr>
</tbody>
</table>

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners, Foster Youth, and/or Low Income</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged

Select from New, Modified, or Unchanged for 2018-19

- Unchanged

Select from New, Modified, or Unchanged for 2019-20

- Unchanged

**2017-18 Actions/Services**

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

**2018-19 Actions/Services**

See description for 2017-18

**2019-20 Actions/Services**

See description for 2017-18

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>
### Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</td>
<td>See description for 2017-18</td>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

Unchanged

Unchanged

Unchanged
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$120,000</td>
<td>$129,500</td>
<td>$124,400</td>
</tr>
<tr>
<td>Source</td>
<td>Base; Title I</td>
<td>Base; Title I</td>
<td>Base; Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$80,000 deans of academics salary (1000)(Base); $27,500 Benefits (3000)(Base); $6,500 Illuminate SIS &amp; DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)</td>
<td>$87,000 deans of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS &amp; DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)</td>
<td>$87,000 deans of academics salary (1000)(Base); $26,400 Benefits (3000)(Base); $5,600 Illuminate SIS &amp; DnA (5000)(Base); $5,400 MAP testing fees (5000)(Title I)</td>
</tr>
</tbody>
</table>

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal
Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8
Local Priorities: N/A

Identified Need:

Priority 7:
- To increase student access to a broad course of study
- To offer innovative courses and programs
Priority 8:
- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>elective courses and programs, master school schedule, and class rosters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</td>
<td>20%</td>
<td>24%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>
### Metrics/Indicators Baseline 2017-18 2018-19 2019-20

<table>
<thead>
<tr>
<th>Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged

Select from New, Modified, or Unchanged for 2018-19

- Unchanged

Select from New, Modified, or Unchanged for 2019-20

- Unchanged

**2017-18 Actions/Services**

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

**2018-19 Actions/Services**

See description for 2017-18

**2019-20 Actions/Services**

See description for 2017-18

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,885,000</td>
<td>$2,370,000</td>
<td>$1,450,000</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Source</td>
<td>Base; Donations</td>
<td>Base; Donations</td>
<td>Base; Donations</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$1,440,000 Teacher salaries (1000)(Base); $400,000 Benefits (3000)(Base); $45,000 Field trip expenses (5000)(Donations)</td>
<td>$1,700,000 Teacher salaries (1000)(Base); $620,000 Benefits (3000)(Base); $50,000 Field trip expenses (5000)(Donations)</td>
<td>$1,027,000 Teacher salaries (1000)(Base); $387,000 Benefits (3000)(Base); $36,000 Field trip expenses (5000)(Donations)</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
### Select from New, Modified, or Unchanged for 2017-18
- Unchanged

### Select from New, Modified, or Unchanged for 2018-19
- Unchanged

### Select from New, Modified, or Unchanged for 2019-20
- Unchanged

#### 2017-18 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

#### 2018-19 Actions/Services
See description for 2017-18

#### 2019-20 Actions/Services
See description for 2017-18

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Amount</th>
<th>2018-19 Amount</th>
<th>2019-20 Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)</td>
<td>$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $53,000 Benefits (3000)(Base)</td>
<td>$103,000 1 Principal and 1 Dean of Academics (Dean salary is included in another goal) (1000)(Base); $34,140 Benefits (3000)(Base)</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- [Add Students to be Served selection here]
- [Add Scope of Services selection here]
- [Add Location(s) selection here]

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
  - Unchanged

- Select from New, Modified, or Unchanged for 2018-19
  - Unchanged

- Select from New, Modified, or Unchanged for 2019-20
  - Unchanged

**2017-18 Actions/Services**

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

**2018-19 Actions/Services**

See description for 2017-18

**2019-20 Actions/Services**

See description for 2017-18

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$46,000</td>
<td>$52,000</td>
<td>$55,000</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Scope of Services:</th>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20
---|---|---
Unchanged | Unchanged | Unchanged

2017-18 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

2018-19 Actions/Services
See description for 2017-18

2019-20 Actions/Services
See description for 2017-18

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$142,000</td>
<td>$145,000</td>
<td>$147,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$71,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $6,000 Computers; $45,000 Technology expenses</td>
<td>$73,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $30,000 Computers; $25,000 Technology expenses</td>
<td>$77,500 1 IT staff salary (2000)(Base); $28,800 Benefits (3000)(Base);</td>
</tr>
</tbody>
</table>

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All | All Schools |

**OR**

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Action/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>See description for 2017-18</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
</tr>
</tbody>
</table>
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6
Local Priorities: N/A

Identified Need:

Priority 3:
☐ To seek parent input in making decisions for the Charter School
☐ To promote parental participation in programs

Priority 5:
☐ To increase student attendance
☐ To avoid chronic absenteeism
☐ To avoid middle school dropout

Priority 6:
☐ To avoid student suspension
☐ To avoid student expulsion
☐ To increase the sense of safety and school connectedness
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of SSC meetings per year</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Number of PTF meetings per year</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Number of activities/events for parent involvement per year</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of progress reports sent to parents per year</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Percentage of students who have been home-visited by the teachers per year</td>
<td>12%</td>
<td>12%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>ADA rate</td>
<td>96.3%</td>
<td>97%</td>
<td>97%</td>
<td>96.5%</td>
</tr>
<tr>
<td>Chronic absenteeism rate</td>
<td>5%</td>
<td>4%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Middle school dropout rate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
### Metrics/Indicators Baseline 2017-18 2018-19 2019-20

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student suspension rate</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Student expulsion rate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>School experience survey participation rates</td>
<td>Students: 94%</td>
<td>Students: 85%</td>
<td>Students: 85%</td>
<td>Students: 85%</td>
</tr>
<tr>
<td></td>
<td>Families: 32%</td>
<td>Families: 55%</td>
<td>Families: 55%</td>
<td>Families: 55%</td>
</tr>
<tr>
<td></td>
<td>Staff: 84%</td>
<td>Staff: 85%</td>
<td>Staff: 85%</td>
<td>Staff: 85%</td>
</tr>
<tr>
<td>School experience survey average approval rates</td>
<td>Students: 67%</td>
<td>Students: 85%</td>
<td>Students: 70%</td>
<td>Students: 60%</td>
</tr>
<tr>
<td></td>
<td>Families: 96%</td>
<td>Families: 95%</td>
<td>Families: 95%</td>
<td>Families: 95%</td>
</tr>
<tr>
<td></td>
<td>Staff: 72%</td>
<td>Staff: 85%</td>
<td>Staff: 85%</td>
<td>Staff: 85%</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  (Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**  (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Unchanged

Select from New, Modified, or Unchanged for 2018-19

- Unchanged

Select from New, Modified, or Unchanged for 2019-20

- Unchanged

#### 2017-18 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

#### 2018-19 Actions/Services
See description for 2017-18

#### 2019-20 Actions/Services
See description for 2017-18

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Source</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$1,000 Parent meeting expenses (5000)(S&amp;C)</td>
<td>$1,000 Parent meeting expenses (4000)(S&amp;C)</td>
<td>$1,000 Parent meeting expenses (4000)(S&amp;C)</td>
</tr>
</tbody>
</table>
Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th><strong>Select from New, Modified, or Unchanged for 2017-18</strong></th>
<th><strong>Select from New, Modified, or Unchanged for 2018-19</strong></th>
<th><strong>Select from New, Modified, or Unchanged for 2019-20</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$2,000 Parent activities/events expenses (4000)(Base)</td>
<td>$2,000 Parent activities/events expenses (4000)(Base)</td>
<td>$2,000 Parent activities/events expenses (4000)(Base)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>3</th>
</tr>
</thead>
</table>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
</tr>
</thead>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>[Add Scope of Services selection here]</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20
---|---|---
Unchanged | Unchanged | Unchanged

**2017-18 Actions/Services**
Charter School will provide parents with access to course material, homework assignments, projects, and records of students’ grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

**2018-19 Actions/Services**
See description for 2017-18

**2019-20 Actions/Services**
See description for 2017-18

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$6,500</td>
<td>$6,500</td>
<td>$5,400</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

---

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>Select from All Schools, Specific Schools, and/or Specific Grade Spans:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>See description for 2017-18</td>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Amount</td>
<td>$5,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Source</td>
<td>Title I</td>
<td>Title I</td>
<td>Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$5,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]</td>
<td>$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]</td>
<td>$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]</td>
</tr>
</tbody>
</table>

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>English Learners, Foster Youth, and/or Low Income</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
</table>

**Actions/Services**

*Pg 69*
Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20
---|---|---
Unchanged | Unchanged | Unchanged

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$90,000</td>
<td>$98,000</td>
<td>$112,000</td>
</tr>
<tr>
<td>Source</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$70,000 Dean of Culture salary (1000)(S&amp;C); $20,000 Benefits (3000)(S&amp;C);</td>
<td>$76,000 Dean of Culture salary (1000)(S&amp;C); $22,000 Benefits (3000)(S&amp;C);</td>
<td>$83,000 Dean of Culture salary (1000)(S&amp;C); $29,000 Benefits (3000)(S&amp;C);</td>
</tr>
</tbody>
</table>

**Action** 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  [Add Scope of Services selection here]  [Add Location(s) selection here]

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</td>
<td>See description for 2017-18</td>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$91,500</td>
</tr>
<tr>
<td>2018-19</td>
<td>$104,500</td>
</tr>
<tr>
<td>2019-20</td>
<td>$123,100</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 School Messenger notification program</td>
</tr>
</tbody>
</table>

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):  
All Schools |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Add Students to be Served selection here</th>
<th>Add Scope of Services selection here</th>
<th>Add Location(s) selection here</th>
</tr>
</thead>
</table>

Scope of Services:  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>Add Students to be Served selection here</th>
<th>Add Scope of Services selection here</th>
<th>Add Location(s) selection here</th>
</tr>
</thead>
</table>

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$90,000</td>
<td>$109,000</td>
<td>$110,380</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$70,000 1 Dean of Students (1000)(Base); $20,000 Benefits (3000)(Base)</td>
<td>$85,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)</td>
<td>$89,000 1 Dean of Students (1000)(Base); $21,380 Benefits (3000)(Base)</td>
</tr>
</tbody>
</table>

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners, Foster Youth, and/or Low Income</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</td>
<td>See description for 2017-18</td>
<td>See description for 2017-18</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

---

**Charter School**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,000</td>
<td>$3,000</td>
<td>$2,800</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$2,000 PD on PBIS, restorative practices, classroom management (5000)(Base)</td>
<td>$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)</td>
<td>$2,800 PD on PBIS, restorative practices, classroom management (5000)(Base)</td>
</tr>
</tbody>
</table>

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Students to be Served selection here]
- [Add Scope of Services selection here]
- [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will annually administer school experience surveys to students, parents, and staff.</td>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

See description for 2017-18

See description for 2017-18

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$1,500</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>$2,000 Panorama Education surveys (5000)(Base)</td>
<td>$2,000 Panorama Education surveys (5000)(Base)</td>
<td>$1,500 Panorama Education surveys (5000)(Base)</td>
</tr>
</tbody>
</table>
**Demonstration of Increased or Improved Services for Unduplicated Pupils**

**LCAP Year: 2019–20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 197,031</td>
<td>5.53 %</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School
strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

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

- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students, Dean of Culture and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.
LCAP Year: **2018–19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$161,720</td>
<td>4.90%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

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

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LCAP Year: **2017–18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 131,351</td>
<td>4.24 %</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

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strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings and parent workshops are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

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

- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update
The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes
For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services
Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis
Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement
Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

### Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?
Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

For charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may
be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  
  If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by **EC sections 52061, 52067, and 47606.5.**

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.
**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are *principally directed to* and *effective in* meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are *principally directed to* and *effective in* meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are *the most effective use of the funds* to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are *principally directed to* and *effective in* meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are *principally directed to* and how the services are *the most effective use of the funds* to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
   D. The English learner reclassification rate;
   E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: 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; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.

   (2) The number of students who meet the enrollment requirements.

   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

   (1) For a 4-Year Cohort Graduation Rate:

      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

      (B) The total number of students in the cohort.

      (C) Divide (1) by (2).

   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

      (A) The number of students who either graduated as grade 11 students or who earned any of the following:

         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

      (B) The number of students in the DASS graduation cohort.
(C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

1. The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

3. Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

1. The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

3. Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
APPENDIX 2F

CA CORPORATE STATUS
The California Business Search is updated daily and reflects work processed through Wednesday, August 28, 2019. Please refer to document Processing Times for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity. Not all images are available online.

C2017318  MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

Registration Date: 08/28/1997
Jurisdiction: CALIFORNIA
Entity Type: DOMESTIC NONPROFIT
Status: ACTIVE
Agent for Service of Process: NANIE MONTIJO
Entity Address: 250 E 1ST ST STE 1500
               LOS ANGELES CA 90012
               250 E 1ST ST STE 1500
               LOS ANGELES CA 90012
Entity Mailing Address: 250 E 1ST ST STE 1500
                        LOS ANGELES CA 90012

A Statement of Information is due EVERY ODD-NUMBERED year beginning five months before and through the end of August.

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* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code section 2114 for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to Name Availability.
- If the image is not available online, for information on ordering a copy refer to Information Requests.
- For information on ordering certificates, status reports, certified copies of documents and copies of documents not currently available in the Business Search or to request a more extensive search for records, refer to Information Requests.
- For help with searching an entity name, refer to Search Tips.
- For descriptions of the various fields and status types, refer to Frequently Asked Questions.
APPENDIX 2G

BOARD ROSTER
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, and service to the community.

BOARD ROSTER

<table>
<thead>
<tr>
<th>NAME</th>
<th>DESIGNATION</th>
<th>REPRESENTATIVE/BACKGROUND</th>
<th>EMAIL</th>
<th>1ST TERM</th>
<th>2ND TERM</th>
<th>3RD TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Saken Sherkhanov</td>
<td>President</td>
<td>Former MPS Teacher</td>
<td><a href="mailto:ssherkhanov@magnoliapublicschools.org">ssherkhanov@magnoliapublicschools.org</a></td>
<td>11/13/08</td>
<td>11/12/13</td>
<td>12/12/13</td>
</tr>
<tr>
<td>Mr. Haim Beliak</td>
<td>Vice Chair</td>
<td>Community Member</td>
<td><a href="mailto:hbeliak@magnoliapublicschools.org">hbeliak@magnoliapublicschools.org</a></td>
<td>2/9/17</td>
<td>2/8/22</td>
<td>10/12/17</td>
</tr>
<tr>
<td>Dr. Umit Yapanel</td>
<td>Director</td>
<td>Expert Engineer</td>
<td><a href="mailto:uyapanel@magnoliapublicschools.org">uyapanel@magnoliapublicschools.org</a></td>
<td>10/11/12</td>
<td>10/10/17</td>
<td>12/10/19</td>
</tr>
<tr>
<td>Mrs. Diane Gonzalez</td>
<td>Director</td>
<td>LA Representative</td>
<td><a href="mailto:drgonzalez@magnoliapublicschools.org">drgonzalez@magnoliapublicschools.org</a></td>
<td>12/11/14</td>
<td>12/10/19</td>
<td>12/10/20</td>
</tr>
<tr>
<td>Mr. Shohrat Geldiyev</td>
<td>Director</td>
<td>Santa Ana Representative</td>
<td><a href="mailto:sgeldiyev@magnoliapublicschools.org">sgeldiyev@magnoliapublicschools.org</a></td>
<td>6/15/18</td>
<td>3/11/20</td>
<td>4/21/16</td>
</tr>
<tr>
<td>Mr. Serdar Orazov</td>
<td>Director</td>
<td>Financial Expert</td>
<td><a href="mailto:sorazov@magnoliapublicschools.org">sorazov@magnoliapublicschools.org</a></td>
<td>9/10/15</td>
<td>9/9/20</td>
<td>8/11/17</td>
</tr>
<tr>
<td>Dr. Salih Dikbas</td>
<td>Director</td>
<td>San Diego Representative</td>
<td><a href="mailto:sdikbas@magnoliapublicschools.org">sdikbas@magnoliapublicschools.org</a></td>
<td>4/21/16</td>
<td>12/10/19</td>
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</tr>
<tr>
<td>Ms. Sandra Covarrubias</td>
<td>Director</td>
<td>Parent</td>
<td><a href="mailto:scovarrubias@magnoliapublicschools.org">scovarrubias@magnoliapublicschools.org</a></td>
<td>8/11/17</td>
<td>8/10/22</td>
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</table>
UNIFORM COMPLAINT PROCEDURES (UCP)
POLICIES AND PROCEDURES

a. Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Magnolia Public Schools (MPS) of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.

A complainant is any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

b. The Responsibilities of MPS

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by MPS that are subject to the UCP.

MPS developed the UCP process with policies and procedures adopted by our governing board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).
• Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

c. Pupil Fees
A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:
• A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
• A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
• A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

d. The Local Control Accountability Plan
The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

e. The UCP Annual Notice
We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school advisory committee members, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

f. UCP Complaint Investigation
The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

MPS will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.
We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

g. UCP Complaint Resolution
If MPS finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district and pupils in military families, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education
Instructional Minutes (grades one through eight), we shall provide a remedy.

The remedy shall go to the affected pupil in the case of complaints regarding
- Course Periods without Educational Content,
- Reasonable Accommodations to a Lactating Pupil, and/or
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district and pupils of military families.

The remedy shall go all affected pupils and parents/guardians in the case of complaints regarding
- Pupil Fees,
- Physical Education Instructional Minutes and/or
- Local Control and Accountability Plans.

A pupil fees complaint may be filed with the principal of a school or our CEO or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by MPS to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a Decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:
  i. The findings of fact based on the evidence gathered.
  ii. Conclusion of law.
  iii. Disposition of the complaint.
  iv. The rationale for such a disposition.
  v. Corrective actions, if any are warranted.
  vi. Notice of the complainant’s right to appeal our Decision to the CDE.
  vii. Procedures to be followed for initiating an appeal to CDE.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body’s decision.

A complainant may appeal our Decision of a UCP complaint regarding all specified federal and state educational programs subject to the UCP.

h. UCP Complaint Appeal Process

To appeal a UCP complaint Decision the complainant must file a written appeal within 15 days of receiving the Decision to CDE. This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition, the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814
UNIFORM COMPLAINT PROCEDURES FORM

Last Name: ___________________________ First Name/MI: ___________________________
Student Name (if applicable): ___________________________ Grade: _________ Date of Birth: __________
Street Address/Apt. #: ________________________________________________________________
City: ___________________________ State: __________ Zip Code: __________________
Home Phone: ___________________________ Cell Phone: ___________________________ Work Phone: ___________________________
(If applicable) Location/School/Office of Alleged Violation: ________________________________________________________________

Note: It is not required to use this form to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

For noncompliance allegation(s), check the program or activity referred to in your complaint, if applicable:

☐ Adult Education
☐ American Indian Education Centers and Early Childhood Education Program Assessments
☐ Career Technical & Technical Education and Career Technical; Technical Training (State)
☐ Compensatory Education
☐ Every Student Succeeds Act/No Child Left Behind (Titles I-VII)
☐ Migrant Education
☐ Pupil Fees
☐ Reasonable Accommodations to a Lactating Pupil
☐ Special Education
☐ After School Education & Safety
☐ Bilingual Education
☐ Career Technical Education (Federal)
☐ Child Care & Development
☐ Consolidated Categorical Aid
☐ Economic Impact Aid
☐ Local Control & Accountability Plans (LCAP)
☐ Physical Education Instructional Minutes
☐ Regional Occupational Centers and Programs
☐ State Preschool
☐ Agricultural Career Technical Education
☐ California Peer Assistance & Review Programs for Teachers
☐ Child Nutrition
☐ Course Periods without Educational Content
☐ Education of Pupils in Foster Care, Pupils who Are Homeless, former Juvenile Court Pupils now Enrolled in the District & Children of Military Families
☐ School Safety Plans
☐ Tobacco-Use Prevention Education

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐ Age
☐ Ancestry
☐ Color
☐ Disability (Mental or Physical)
☐ Ethnic Group Identification
☐ Gender / Gender Expression / Gender Identity
☐ Genetic Information
☐ Immigration Status
☐ Marital Status
☐ Medical Condition
☐ National Origin
☐ Race or Ethnicity
☐ Religion
☐ Sex (Actual or Perceived)
☐ Sexual Orientation (Actual or Perceived)
☐ Based on association with a person or group with one or more of these actual or perceived characteristics

For bullying complaints not based on protected groups and other complaints not listed on this form, contact your school’s Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator.”)
1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: ___________________________________________________________________________ Date: ________________________

Mail complaint and any relevant documents to:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
(213) 628-3634
UNIFORM COMPLAINT PROCEDURES (UCP)

ANNUAL NOTICE

Magnolia Public Schools (MPS) annually notifies its students, employees, parents or guardians of its students, school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process.

MPS is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities subject to the UCP:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our CEO or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in MPS shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48653, 48653.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Contact Information

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.
Magnolia Science Academy-1, 2, 3, and 5 are authorized by the Los Angeles County Board of Education.

Los Angeles County Office of Education (LACOE) Charter School Office (CSO) Contact:
- Los Angeles County Office of Education
  Charter School Office
  9300 Imperial Highway
  Downey, CA 90242
  Office Phone Line: (562) 922-8806
  Comments & Concerns Line: (562) 922-8807
  Office Fax: (562) 922-8805
  Website: www.lacoe.edu

Magnolia Science Academy-4, 6, 7, and Bell are authorized by the Los Angeles Unified School District (LAUSD) Board of Education.

LAUSD Charter Schools Division (CSD) Contact:
- Los Angeles Unified School District
  Charter Schools Division
  333 S. Beaudry Ave. 20th Floor
  Los Angeles, CA 90017
  Main Office: (213) 241-0399
  Fax: (213) 241-2054
  Website: www.lausd.net

Magnolia Science Academy-San Diego is authorized by the San Diego Unified School District (SDUSD) Board of Education.

SDUSD Office of Charter Schools (OCS) Contact:
- San Diego Unified School District
  Office of Charter Schools
  4100 Normal Street, Annex 15
  San Diego, CA 92103
  Main Office: (619) 725-7107
  Website: www.sandiegounified.org

Magnolia Science Academy-Santa Ana is authorized by the State Board of Education (SBE).

California Department of Education (CDE) Charter Schools Division (CSD) Contact:
- California Department of Education
  Charter Schools Division
  1430 N Street, Suite 5401
  Sacramento, CA 95814-5901
  Phone: (916) 322-6029
  Fax: (916) 322-1465
  Email: charters@cde.ca.gov
  Website: www.cde.ca.gov
APPENDIX 2I

LETTERS OF SUPPORT
July 30, 2019

Sharon Whitehurst-Payne, Board President
San Diego Unified School District
4100 Normal Street, Room 2231
San Diego, CA 92103

Dear Board President Whitehurst-Payne,

As representative of the 79th Assembly District and a Member on the California State Assembly Education Committee, I am pleased to express my support for the Magnolia Science Academy – San Diego’s Charter renewal.

Magnolia Science Academy has consistently been a leader in community partnership, student support, and family engagement for nearly 15 years. It has successfully served students and has recognized the need to start specialized STEM instruction for students at a young age.

The school has exhibited outstanding dedication and success in effective efforts to teach its students essential science, technology, engineering and mathematical skills early on. As STEM continues to grow rapidly, so does the career pool that is associated with the skill set. The faculty at Magnolia Science Academy works exceptionally hard to ensure that each student has an individualized and well-rounded education that will prepare them for their future careers in this booming field.
It is my pleasure to support Magnolia Science Academy’s charter renewal. It is important that STEM is encouraged and instructed to youth, and I am confident that this school will continue to do so effectively. If you have any questions, please do not hesitate to contact me at (619) 531-7913.

Sincerely,

SHIRLEY N. WEBER, PH.D.
Assemblymember, 79th District
August 9th, 2019

The Honorable Sharon Whitehurst-Payne Board President
Board of Education Office
San Diego Unified School District
4100 Normal Street, Room 2231
San Diego, CA 92103

Dear President Whitehurst-Payne;

As the elected representative of District 7 on the San Diego City Council, I urge your support for Magnolia Science Academy – San Diego’s charter renewal.

Magnolia Science Academy has successfully served San Diego students for 15 years. Our region is in desperate need for schools such as Magnolia to continue inspiring and teaching the next generation of San Diegans in science, technology, engineering and mathematics. The school has demonstrated their excellence in academics and is preparing students for the competitive global economy.

Magnolia is also an active San Diego community member and provides students many opportunities to become future leaders. By providing free after-school tutoring, clubs, and activities, the school provides students with the supportive environment needed to ensure success.

Again, I ask for your support of Magnolia Science Academy’s charter renewal. Please do not hesitate to contact me at (619)-236-6677 or email at ScottSherman@SanDiego.Gov should you have any questions.

Sincerely,

Scott Sherman
San Diego City Councilmember- District 7
July 24, 2019

The Honorable Sharon Whitehurst-Payne  
Board President  
Board of Education Office  
San Diego Unified School District  
4100 Normal Street, Room 2231  
San Diego, CA 92103  

Dear President Whitehurst-Payne:

As the Second District Supervisor for the County of San Diego, I am pleased to express my support for the Magnolia Science Academy- San Diego’s charter renewal.

Magnolia Science Academy has successfully served students for nearly 15 years and has recognized the need to start specialized STEM instruction for students at a young age. The school has exhibited outstanding dedication and success in their efforts to effectively teach their students essential science, technology, engineering and mathematics skills early on.

As STEM continues to rapidly grow, so does the career pool that is associated with this skill set. The faculty at Magnolia Science Academy works exceptionally hard to ensure that each student has an individualized and well-rounded education that will prepare them for their future careers in this booming field.

It is my pleasure to support Magnolia Science Academy’s charter renewal. It is important that STEM is encouraged and instructed to youth and I am confident that this school will continue to do so effectively. If you have any questions, please do not hesitate to contact me at (619)531-5522 or email me at Dianne.Jacob@sdcounty.ca.gov.

Sincerely,

DIANNE JACOB  
Chairwoman

DJ: vf
July 29, 2019

The Honorable Sharon Whitehurst-Payne
Board President
San Diego Unified School District
4100 Normal Street
Room 2231 San Diego, CA 92103

Dear Board member Whitehurst-Payne,

One of the primary goals of public libraries is to connect to the community and local schools. Whether through story time in a kindergarten class, bibliographic instruction to middle school students, or demonstrating databases to high school students, librarians strive to share resources and knowledge with students and their parents. Sometimes it can be a struggle to connect and coordinate with busy educators.

When Magnolia Science Academy moved to the neighborhood, we assumed it would require serious effort on our part to connect with the students and parents. Much to our delight this was not the case thanks to the great work of MSA’s school librarian, Rebecca Appenfelder, and Dean of Culture, Halil Akdeniz. They reached out to Allied Gardens/Benjamin Branch Library with multiple opportunities to engage with students and parents.

Collaborations resulted in the following Allied Gardens/Benjamin Branch Library outreach events at MSA:

- Back to School Night 2018: We were provided with a table so that we could sign up students for library cards, talk to parents about our homework resources, and inform students of educational and recreational programs at the library. MSA even took the initiative to let the library give out “dress down” passes for students who signed up for a library card. Once word spread amongst students, our table became quite popular.

- Parent presentation: This was an opportunity as the school year started winding down to connect with parents and teachers on something fun and engaging for the students. Rebecca set up an information station at MSA with happenings and resources available at the Allied Gardens/Benjamin Branch Library. This is an excellent reminder for students who need homework help and materials for assignments which are some of the many resources available through the public library.

- MSA Reading Program: At MSA’s end of the year Awards Ceremony, through a generous donation from the Allied Gardens/Benjamin Branch Library Friends, Allied Gardens/Benjamin Branch Library provided Magnolia Science Academy with 10 Amazon gift cards to the top
• readers in a Reading Wizards Challenge created by Rebecca. To connect the students to the library, they were asked to come in to pick up their gift cards and get a library card or learn something about the library.

The above are a few examples of the partnership events we formed with Magnolia Science Academy during the 2018/2019 school year. The Allied Gardens/Benjamin Branch Library is very fortunate to have such an engaged and committed school nearby. We look forward to future partnership opportunities. For this reason, we fully support Magnolia Science Academy.

Sincerely-

Kathryn Johnson
Branch Manager
Allied Gardens/Benjamin library
5188 Zion Ave
San Diego, CA 92120
August 13, 2019

To Whom It May Concern:

My name is Andrea McCullough. My son Joshua attended Magnolia Science Academy for grades 6-8 school years 2015-16 through 2017-2018. My daughter Sophie will be beginning 6th grade on August 20, 2019. I have been a public-school teacher for 20 years and I swear by public education. Nonetheless, I could not be happier with my choice to send my children to Magnolia Science Academy Charter Middle School.

MSA is a small STEM-focused learning community which teaches students to be responsible, thoughtful, socially conscious, and organized. The staff are all well trained, thoughtful, caring, humorous, flexible, positive, and hard-working. The staff goes above and beyond what I have experienced in my long tenure as a public-school teacher.

My son Joshua had a Speech IEP, so I got to see what SpEd services look like first hand at MSA. The IEP meetings were handled professionally and expediently. Speech services were provided, and teachers were understanding of and accommodating to my son’s needs.

Academically, my son was exceptionally prepared for high school and college-level rigor early on. He was reading scaffolded college level articles, expository texts, and classic Shakespearean literature. He was challenged in every subject by teachers who were highly trained in their respective fields and engaged by fun and age-appropriate projects. These high-level critical thinking, reading skills, and work expectations were set early on, so that as he transitioned into high school, he continued to surpass his peers academically. He was prepared to take 2 AP and 2 honors classes as a freshman, earning his first 2 college credits by scoring 5 on both of his AP exams. He is currently ranked first in his class at Helix Charter
High School, with a 4.75 GPA. I credit MSA with preparing him for the ever-increasing academic work load and organizational skills needed to excel in higher education, particularly in science-related fields.

Lastly, Magnolia Science Academy is a place where kids who are “nerdy” or “geeky” don’t feel like outsiders but, instead, are the norm. My son made lifelong friends in the Dungeons and Dragons after school club. He was encouraged by his teachers to take a leadership role and was elected ASB president. He went to 6th grade camp and, in 8th grade, to Washington, DC for the annual East-Coast trip. The staff looked after my son at every turn with unwavering caring, responsibility, empathy, and professionalism. They treated him like family.

Please do not hesitate to contact me regarding this unconditional recommendation of Magnolia Science Academy for renewal of their charter.

Respectfully,

Andrea McCullough
iHigh Project Resource Teacher
Spanish & English 9-12 Teacher
BCLAD Certified Bilingual Instructor
MA Counseling Educational Psychology
Specialization in Trauma-Informed Care
APPENDIX 2J

MSA-SAN DIEGO LICENSE USE AGREEMENT
WITH SAN DIEGO UNIFIED SCHOOL DISTRICT
GROUND USE LICENSE  
BY AND BETWEEN  
SAN DIEGO UNIFIED SCHOOL DISTRICT AND  
MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION  

THIS GROUND USE LICENSE ("License") is made by and between San Diego Unified School District, whose principal address is 4100 Normal Street, San Diego, CA 92103 ("District") and Magnolia Educational and Research Foundation doing business as Magnolia Public Schools, whose principal address is 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012 ("Magnolia"), collectively be referred to herein as the "Parties," and individually as a "Party," as follows:  

RECITALS  

WHEREAS, Magnolia Science Academy ("MSA San Diego") is a charter school approved by the Board of Education of the District and operates pursuant to its charter and any Operations Agreement; and  

WHEREAS, the Parties wish to enter into this License whereby the District would permit the use of a part of the ground situated at the District-owned real property known as De Anza School site, with an address of 6525 Estrella Ave., San Diego, CA 92120 (collectively as "the Site"), so Magnolia may furnish and install portables, at its own expense, for the sole purpose of operating a charter school in the District’s geographical boundaries, consistent with its charter approved by the District;  

WHEREAS, the Premises that are the subject of this License refers to the ground containing approximately 3.57 acres; 155,470 square feet located at the Site, more specifically described in Exhibit A attached and incorporated by reference; and  

WHEREAS, the Parties desire to set forth the terms and conditions under which Magnolia will occupy the Premises;  

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the Parties agree as follows:  

Section 1. Term, Use of Premises, & Early Access. The term of this License ("Term") shall commence on July 1, 2017 provided that Magnolia has paid for and obtained Division of State Architect ("DSA") certification of its improvements prior to its occupancy of the Premises ("Commencement Date"), and will end on June 30, 2020, which runs concurrently with Magnolia’s charter, contingent upon Magnolia’s “in good standing” status with the District and Magnolia’s operation of a public charter school in the District’s geographical boundaries, consistent with its charter approved by the District; otherwise, this License is null and void. The foregoing notwithstanding, upon any extension or renewal of Magnolia’s charter to run co-terminus, this License, if requested by Magnolia and if approved by the District Board of Education, will be extended for the period of time for which the charter was extended or renewed, subject to the terms of this License. The District Board of Education agrees to favorably consider extending this License provided the MSA San Diego charter petition is
extended or renewed, as aforesaid, and that Magnolia has faithfully and diligently complied with its obligations and duties under this License. This document is a license, not a lease.

Notwithstanding the foregoing, prior to Commencement Date, the District will allow Magnolia early access to the Premises to construct Tenant Improvements, provided in Section 2 of this License, and to outfit the Premises, after the Parties have approved the License, Magnolia has provided the required certificates of insurance to the District, and Magnolia has obtained DSA and District approval of plans for development of the Premises.

Section 2. Intended Improvements by Magnolia. The District will be responsible for any environmental remediation, if applicable, including but not limited to, asbestos containing material (ACM), lead-based paint (LBP), or any other condition, currently existing on the Site or any existing improvements located at the Site at the time this License is executed. The Parties agree that the District may satisfy this obligation by either (1) performing the abatement prior to delivery of the Premises to Magnolia; or (2) reimbursing Magnolia for costs solely related to abatement. The District’s election of option (1) or (2) shall be based on any applicable ACM/LBP reports, a comparison of the cost for abatement from Magnolia’s contractor and District’s contractor, scheduling, and other considerations. Regardless of the District’s election of option (1) or (2), Magnolia shall be responsible for demolition of existing portables on the Premises at its own expense and the cost and construction of its own improvements to the Premises (“Tenant Improvements”), which includes, but is not limited to full and complete costs for the following: architectural and civil/structural engineering, DSA certification and DSA inspection, site planning, grading & paving repair, utility coordination, trenching, landscaping, and installation of approximately 19 portables approved by DSA and compliant with applicable requirements for an educational occupancy, testing, inspection, and associated costs. Attached and incorporated by reference as Exhibit B is an updated project financing summary from Magnolia.

If the License is not renewed prior to the end of the Term and upon the termination or expiration of the License, whichever occurs first, Magnolia shall remove, at its sole expense, any improvements, encumbrances, and fixtures from the Premises and return the ground to substantially the same original condition by the District’s specified deadline, unless otherwise agreed upon by the District in writing. Failure of Magnolia to timely remove any Tenant Improvements at its own expense will mean that the District (1) will remove them at Magnolia’s expense, or (2) allow them to remain on the Premises as District-owned property at no cost to the District, except if the portables are leased but not owned by Magnolia upon expiration or termination of the License, the District agrees that it will not claim leased portables as District-owned property. The District has the right, but not the obligation to elect (1) or (2) relating to Tenant Improvements, upon the termination or expiration of the License.

Section 3. Condition of Property and Environmental Review under CEQA. Upon execution of the License, the District will provide documents associated with existing environmental conditions such as asbestos or lead management plans, if any.

Magnolia, at its sole cost and expense, shall comply with all applicable laws, regulations, rules, and orders with respect to its use and occupancy of the Premises.
Magnolia has entered into a cost recovery agreement with the District whereby Magnolia bears the full costs of paying an environmental consultant to perform California Environmental Quality Act (CEQA) review prior to commencement of any Tenant Improvements, as described in Section 2 above, with District as lead agency. Magnolia shall deposit sufficient monies with the District to pay for any costs incurred by the District, including, but not limited to, staff time incurred as a result of any CEQA review.

Magnolia shall be financially and legally responsible for compliance with environmental laws and regulations the extent that Magnolia has triggered any activities or caused any modifications or improvements to occur on the Premises.

In the event that allocation of the Premises or use or modification of the Premises by Magnolia triggers the application of and/or compliance with CEQA or compliance with any existing environmental mitigation measures related to ongoing use of the Premises, Magnolia shall comply with same. Should Magnolia engage in any activity on the Premises that constitutes a “project” under CEQA, the cost of CEQA compliance shall be borne in full by Magnolia, but the District shall act as the lead agency for the purposes of such CEQA compliance. Should Magnolia fail to inform the District of activities that may require CEQA compliance in advance of engaging in such activities, Magnolia shall assume all liability for legal claims arising out of said failure.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Premises, in whole or in part as a result of Magnolia’s use and occupancy thereof, Magnolia, at its expense, shall be obligated to clean and restore all the property affected, to the satisfaction of the District and any governmental agencies having jurisdiction over the Premises.

Magnolia shall notify the District immediately upon any property loss related to the Premises or damage sustained at the Site.

Section 4. Relocation Costs. As part of Magnolia’s consideration for the use and occupancy of the Premises, Magnolia shall pay the District $20,000 (twenty thousand dollars), which represents ½ of the costs of moving the Child Development Center inventory located on the Site to another location within the District. Fourteen (14) days after execution of this License, Magnolia expressly authorizes the District to transfer $20,000 from Magnolia’s treasury account to the District’s treasury account for relocation costs.

Section 5. Subcontract and Assignment. Neither party shall assign its rights, duties, or privileges under this License, nor shall a party attempt to confer any of its rights, duties, or privileges under this License (including that of sublease) on any third party, without the advance written consent of the other party. Magnolia shall not, without the express advance written approval of the District, sublease, pledge, encumber, mortgage, or otherwise transfer or assign to any party whatsoever any interest in the Site or the Premises.

Section 6. Use Payment. Commencement Date triggers Magnolia’s obligation for the Use Payment. As consideration for use of the Premises during the Term, Magnolia shall pay to District $20,000/month, due on the 1st of the month and shall be late if received after the 10th of the month, which is $240,000/year, as Use Payment, and fourteen (14) days prior to Commencement Date, Magnolia shall deposit first and last month’s Use Payment totaling
$40,000 to the District. Failure of Magnolia to deposit $40,000 to the District within the time
prescribed shall render this License null and void.

All Use Payments shall be paid by Magnolia to the District promptly, without deduction, setoff,
prior notice, or demand. Towards that end, Magnolia expressly authorizes the District to
transfer its monthly Use Payment of $20,000/per month from Magnolia’s treasury account to the
District’s treasury account, such that the monthly Use Payment is received by the District no
later than the 10th of the month. In addition, Magnolia expressly authorizes the District to
transfer its first and last month’s Use Payment totaling $40,000, from Magnolia’s treasury
account to the District’s treasury account, within the time prescribed in the above paragraph.

Upon any extension or renewal of Magnolia’s charter and if Magnolia requests and if the District
Board of Education approves to extend this License for the period of time to run co-terminus for
which the charter was extended or renewed, the District shall increase the amount of the Use
Payment by 2.5%.

This License does not affect Magnolia’s existing legal and contractual obligations to pay the
District for its supervisorial oversight and other District fees.

To the extent that Magnolia’s treasury account has insufficient funds at the time of transfer,
Magnolia acknowledges that late payment by Magnolia to the District of any payments and other
sums due hereunder will cause the District to incur costs not contemplated by this License, the
exact amount of which will be extremely difficult to ascertain. Such costs include, but are not
limited to, processing and accounting charges. Accordingly, if any installment of any sum due
from Magnolia shall not be received by the District by 4:00 p.m. within ten (10) days after such
amount shall be due, Magnolia shall pay to the District, as additional charges, a late charge equal
to five percent (5%) of such overdue amount or the maximum amount allowed by law,
whichever is less. The Parties agree that such late charges represent a fair and reasonable
estimate of the costs the District will incur by reason of late payment by Magnolia. Acceptance
of such late charge by the District shall in no event constitute a waiver of Magnolia’s default
with respect to such overdue amount, nor prevent the District from exercising any of its other
rights and remedies granted hereunder.

Taxes, late charges, costs, and expenses which Magnolia is required to pay hereunder, together
with all interest and penalties that may accrue thereon in the event of Magnolia’s failure to pay
such amounts, and all reasonable damages, costs, and attorneys’ fees, and expenses which the
District may incur by reason of any default of Magnolia or failure on Magnolia’s part to comply
with the terms of this License, shall be deemed to be additional charges (“Additional Charges”)
and, in the event of nonpayment by Magnolia, the District shall have all of the rights and
remedies with respect thereto as the District has for the nonpayment of the monthly Use
Payments.

Section 7. Modifications to the Premises; Additional Installation of Improvements. No
structures, improvements, fixtures (as defined in Civil Code 660), alterations (excluding painting
of any interior or exterior surfaces or daily maintenance), or facilities, shall be constructed,
erected, altered, added, or made on or within the Premises or Site without the prior advance
written approval of the District and subject to terms agreeable to the District, and, if required, the
Division of the State Architect. On submission of a request for improvement(s) by Magnolia, the
District shall commit to respond to the request within 30 days of the District’s receipt of the request. The placement of additional facilities on the Premises, including portable or modular buildings, or the allocation of any additional land or classroom space at the Premises, is subject to approval by the District, and if such approval is given, the Parties shall enter into a separate agreement or amendment hereto, and the construction or installation of additional facilities shall occur at the sole cost and expense of Magnolia. If Magnolia makes any modification to the Site or Premises in violation of this provision, it shall be required to restore the Site and Premises to their original condition at Magnolia’s sole expense and shall pay any further damages resulting from Magnolia’s modification to the Site or Premises. “Original condition” as used in this provision shall refer to the condition in which the Site and Facilities existed upon the date of initial occupancy of the Premises by Magnolia.

Section 8. Furnishings and Equipment. To the extent that Magnolia intends to use the District-provided furnishings and equipment from its current site to the Premises, Magnolia shall return all District-owned furniture and equipment to the District at the end of the Term, or upon vacating the Site and Premises, whichever occurs first. The furniture and equipment shall be returned to the District in the same condition as received, with the exception of reasonable wear and tear.

Magnolia shall not sell or otherwise dispose of any District-owned furniture or equipment for any reason. If Magnolia deems any District-owned furniture or equipment to have become excess, obsolete, or beyond economical repair, Magnolia shall contact the District to request that the District remove the furniture or equipment from the site.

The Parties shall develop a mutually agreeable inventory of the District-owned furniture and equipment that will be located at the Site. No later than 60 days after Commencement Date, or as mutually agreed upon by the District and Magnolia, the District shall provide a complete inventory of all District-owned furniture and equipment provided by the District for Magnolia’s use at the Premises. No later than 30 days thereafter, or as mutually agreed upon by the District and Magnolia, Magnolia shall execute and return the inventory list to the District.

The District contact for matters relating to Magnolia’s use of District-owned furniture and equipment shall be:

Rose Gustafson, Materiel Control Manager
Materiel Control Department
San Diego Unified School District
Phone ....(858) 522-5850
Fax .......(619) 542-5750

Section 9. District Right to Sell. If the District wishes to sell the Site or the Premises, the District shall follow the process required under Education Code section 17455 et seq. and provide reasonable notice under Education Code section 17464. Magnolia shall have the right to negotiate the acquisition of the Site with the District before it is made available to the general public pursuant to Education Code section 17464, as applicable.

Section 10. Utilities. Upon execution of this License which includes Magnolia’s early access as provided in Section 1 and construction of Tenant Improvements provided in Section 2, Magnolia shall be solely responsible for the cost of utilities (i.e., gas, electricity, water, trash, telephone,
and internet) used or consumed by Magnolia, its contractors, agents, or representatives on the Premises, in Magnolia’s own name.

Section 11. Maintenance of Premises and Improvements. Magnolia will maintain the Premises and any improvements it occupies in good order at its own expense. Tree trimming is part of Magnolia’s maintenance obligation.

Section 12. Access. Magnolia shall permit the District, its agents, representatives, or employees, to enter upon the Site and the Premise for the purpose of inspecting same. The District shall attempt to give reasonable notice where practical but shall not be obligated to do so in the event of emergency or imminent threat to health or safety of occupants or if access is for purposes of meeting the District’s oversight obligations.

Section 13. Insurance. Magnolia shall, at its sole expense, commencing as of the date of this License, and during the entire Term hereof, procure, pay for, and keep in full force and effect the following insurance:

(a) General Liability Insurance. Magnolia shall maintain throughout the Term of this License, 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 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; (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District (primary and noncontributory); (iii) a waiver of subrogation; and (iv) a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or nonrenewal of such insurance.

(b) Automobile Liability. Magnolia shall maintain throughout the Term of this License at its own expense, automobile liability insurance with limits of liability of $2,000,000 combined single limits per accident, for owned, non-owned, or hired vehicles. 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; (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District (primary and noncontributory); (iii) a waiver of subrogation; and (iv) a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or nonrenewal of such insurance.

(c) Property Insurance. The District will continue to maintain its current levels of first party insurance on the structures on the Site. Magnolia shall secure and maintain property insurance that addresses business interruption and casualty needs, including flood and fire, and other hazards, with replacement costs coverage for all assets listed in Magnolia’s property inventory and consumables.
Magnolia shall secure property coverage with a minimum policy limit of 80% of the fair market value of Magnolia’s contents.

(d) **Workers’ Compensation Insurance** as required by the State of California and Employer’s Liability insurance with limits of $1,000,000/$1,000,000/$1,000,000. This insurance shall be endorsed to include the following: (i) a waiver of subrogation; and (ii) a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or nonrenewal of such insurance.

(e) **Pollution Liability**: Magnolia shall maintain throughout the Term of this License, at its own expense, pollution liability with limits of $1,000,000 per occurrence.

Any and all deductibles or self-insured retentions applicable to the above-required insurance shall be specifically approved by the District prior to its application, except that the Property Insurance required above may include a deductible of not more than $10,000 without prior approval.

The insurances required above shall be provided by insurers authorized to conduct business in the State of California which are rated “A-, VII” or better by the current A.M. Best’s Rating Guide or an insurance joint powers authority with the consent of the District prior to commencement of such insurance. In the event coverage is written by a non-admitted insurer, the company must be included in the current California List of Approved Surplus Lines Insurers (LASLI list) and otherwise satisfy all rating requirements.

Magnolia shall provide proof of such insurance prior to taking possession and obtaining early access of the Site and Facilities, including copies of the endorsements specifically required above. Magnolia shall provide proof of renewal of any insurance required above, including any endorsements required, at least 15 days prior to the expiration of such insurance. All documents related to the requirements of this section of the License shall be provided by Magnolia to the District at the following location:

Ashley K. Fenton, Manager, Insurance & Risk Services  
Risk Management Department  
San Diego Unified School District  
Revere Center, Room 7  
4100 Normal Street  
San Diego, CA 92103  
Phone: ...(858) 627-7345  
Fax: ......(858) 627-7353

**Section 14. Indemnification.** Magnolia shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter District and District Personnel) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the District and/or District Personnel, that may be asserted or claimed by any person, firm, or entity arising out of Magnolia’s use of the Site and Premises or from the conduct of its business or from...
any activity, work, or other things done, permitted, or suffered by Magnolia in or about the Site and Premises after the District delivers possession of the Premises to Magnolia. This indemnity and defense provision shall exclude actions arising out of the willful negligence or intentional acts, errors, or omissions of the District and/or District Personnel.

Section 15. Enforcement. Magnolia’s indemnity and insurance obligations described herein shall not in any way be read or construed as being limited or superseded by the indemnity or insurance provisions specified in any Operations Agreement with the District.

Section 16. Title to Property. The parties acknowledge that title to the Site and Premises is held by the District and shall remain in the District at all times.

Section 17. Fingerprinting. Magnolia shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code section 45125.1. The District shall be responsible for complying with all criminal background check laws for all employees or vendors that it directs to the Premises for any work to be performed at its direction.

Section 18. Independent Status. This License is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

Section 19. Entire Agreement of Parties. This License, and all its incorporated documents, constitute the entire agreement between the parties and supersede all prior discussions, negotiations, and agreements, whether oral or written. This License may be amended or modified only by a written instrument executed by the parties expressly indicating an intent to modify or amend this License.

Section 20. California Law. This License shall be governed by and the rights, duties, and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this License shall be maintained in San Diego County, California.

Section 21. Waiver. The waiver by any party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

Section 22. Successors and Assigns. This License shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 23. Counterparts. This License and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

Section 24. Captions. The captions contained in this License are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.
Section 25. Severability. Should any provision of this License be legally determined to be invalid, illegal, or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal, and enforceable.

Section 26. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are incorporated herein by reference. In the event of conflict between the exhibits and the provisions of this License, the provisions of this License shall prevail.

Section 27. Full Satisfaction of Proposition 39/Release of Claims. Magnolia agrees that by accepting the Site and Premises, MSA San Diego waives any claims under California Education Code section 47614 and Proposition 39 and its implementing regulations for the school years included in the Term of this License, and withdraws with prejudice any Proposition 39 application for 2017-18 school year.

Section 28. Termination. This License may be terminated by the District based on a material default or breach by Magnolia, as set forth in Section A below, after Magnolia has been provided reasonable notice and an opportunity to cure. This License will automatically and immediately terminate upon the effective date of any termination or revocation of Magnolia’s charter, or the cessation of Magnolia’s operations for any reason.

A. Default or Breach. The occurrence of any one or more of the following events shall constitute a material default or breach of this License by Magnolia:

(a) The failure by Magnolia to make timely payment of any fees due under this License where such failure shall continue for a period of forty-five (45) days after receipt of written notice thereof by the District to Magnolia;

(b) The failure by Magnolia to observe or perform any of the covenants, conditions, or provisions of this License to be observed or performed by Magnolia where such failure shall continue for a period of forty-five (45) days after receipt of written notice thereof by the District to Magnolia;

(c) Revocation or nonrenewal of Magnolia’s charter by the District or cessation of Magnolia’s program for any reason;

(d) The failure by Magnolia to utilize the Premises for the sole purpose of operating a charter school as authorized by this License and Magnolia’s charter within the geographical boundaries of the District;

(e) The failure of Magnolia to limit its use of the Premises to the space allocated to Magnolia pursuant to this License.

B. Damages. In the event this License is terminated pursuant to Section 28A (Default or Breach) above, or otherwise, the District shall be entitled to damages in the following sums:

(a) The worth at the time of award of the unpaid payments/monthly installments which have been earned at the time of termination; plus,
(b) The worth at the time of award of the amount by which the unpaid payments/monthly installments which would have been earned after termination until the time of award exceeds the amount of such loss or use that Magnolia proves could have been reasonably avoided; plus,

c) The worth at the time of award of the amount by which the unpaid payments/monthly installments for the balance of the term after the time of award exceeds the amount of such loss of use that Magnolia proves could be reasonably avoided; and,

d) Any other amount necessary to compensate the District for all detriment proximately caused by Magnolia’s failure to perform Magnolia’s obligation under this License, or which in the ordinary course of things would be likely to result there from including, without limitation, the following: (i) expenses for cleaning, repairing, or restoring the Site and Premises; (ii) costs of utilities and security precautions; (iii) expenses in retaking possession of the Site and Premises; and (iv) reasonable attorneys’ fees and court costs.

e) The “worth at the time of award” of the amounts referred to in Subsections (a) and (b) of this section, is computed by allowing interest at the rate of Bank of America’s or its successor reference rate plus three percent (3%) per annum. The “worth at the time of award” of the amounts referred to in Subsection (c) of this section is computed by discounting such amount at the discount rate of the Federal Reserve Board of San Francisco at the time of award plus one percent (1%). The term “payments/monthly installments” as used in this section shall include all sums required to be paid by Magnolia to the District pursuant to the term of this License.

Section 29. Mediation of Disputes. If a dispute arises between the District and Magnolia concerning the provisions of this License, nothing in this License shall preclude the dispute being subject to mediation in accordance with the procedures set forth in California Code of Regulations §11969.10(a) through §11969.10(e), if agreeable to both parties.

Section 30. Notice. Any notice required or permitted to be given under this License shall be deemed to have been given, served, and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:
If to the District:  
Gene Fuller, Director  
Real Estate Department  
4100 Normal Street, Annex 2, Room 101  
San Diego, CA 92103

With copy to  
Roy MacPhail, Director  
Instructional Facilities Planning Department  
San Diego Unified School District  
4100 Normal Street, Annex 2, Room 101  
San Diego, CA 92103

Deidre Walsh, Manager, Office of Charter Schools  
San Diego Unified School District  
4100 Normal Street, Annex 15  
San Diego, CA 92103

If to Magnolia:  
Caprice Young, Ph.D.  
CEO & Superintendent  
Magnolia Public Schools  
250 E. 1st Street, Suite 1500  
Los Angeles, CA 90012

With copy to:  
Frank Gonzalez  
Chief Growth Officer  
Magnolia Public Schools  
250 E. 1st Street, Suite 1500  
Los Angeles, CA 90012

Neal Millard  
Partner  
Music, Peeler & Garrett LLP  
One Wilshire Boulevard, Suite 2000  
Los Angeles, CA 9017

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the next business day following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.
IN WITNESS WHEREOF, the parties hereto have executed this License as of the date of the License’s approval by the District’s Board of Education.

MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION DOING BUSINESS AS MAGNOLIA PUBLIC SCHOOLS

By (Signature): [Signature]
Printed Name: Caprice Young
Title: CEO & Superintendent, Magnolia Public Schools
Date: 10/17/16

SAN DIEGO UNIFIED SCHOOL DISTRICT

By (Signature): [Signature]
Printed Name: Arthur S. Hanby Jr., CPPO, C.P.M., CPPB
Title: Strategic Sourcing and Contracts Officer
Date: 11/16/16

APPROVED AS TO FORM AND LEGALITY:

By (Signature): [Signature]
Printed Name: Sandra Chong
Title: Assistant General Legal Counsel II
Date: 10.19.16

Approved in a public meeting of the Board of Education of the San Diego Unified School District on:
By (Signature): [Signature]
Printed Name: Cheryl Ward
Title: Board Action Office
Date: 11/3/16