

MAGNOLIA SCIENCE ACADEMY – FREMONT



CHARTER SCHOOL PETITION

by

MAGNOLIA PUBLIC SCHOOLS (MPS)

13950 Milton Ave. Ste. 200B

Westminster, CA 92683

Phone: (714) 892-5066

Fax: (714) 362-9588

Charter Term: July 1, 2017 – June 30, 2022

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ASSURANCES AND AFFIRMATIONS

As the authorized lead petitioner, I, Michelle Crumpton, hereby certify that the information submitted in this petition for a California public charter school to be named Magnolia Science Academy-Fremont (“MSA-Fremont” or the “Charter School”), and to be located within the boundaries of the Fremont Unified School District (“FUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, 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 be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- The Charter School shall not charge tuition. Ed. Code § 47605(d)(1).
- The Charter School shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Cal. Education Code § 47605(d)(1).
- The Charter School shall admit all pupils who wish to attend the school. Cal. Education Code § 47605(d)(2)(A).
- The Charter School shall determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, with a lottery exemption for existing pupils of the charter school. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Fremont Unified School District. Other preferences permitted by the chartering authority that are consistent with the law. Cal. Education Code § 47605(d)(2)(B).
- The Charter School shall not require any child to attend MSA-Fremont nor any employee to work at the charter school.
- In accordance with Education Code § 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, MSA-Fremont shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- The Charter School shall be deemed the exclusive public employer of the employees of MSA-Fremont for purposes of the Educational Employment Relations Act.
- 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code §§ 60605 and 60851, and any other statewide standards authorized in statute, or assessments application to students in non-charter public schools. The Charter School shall comply in a timely fashion with all reporting requirements, including enrollment, attendance (ADA), standardized testing, and other data and information required.
- The Charter School shall ensure that teachers at MSA-Fremont hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to

hold under NCLB and other applicable laws. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.

- The Charter School shall at all times 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).
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- 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 of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Michelle Crumpton, CAO

2/2/16

Date

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

1.1 INTRODUCTION

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

The proposed school, Magnolia Science Academy-Fremont (“MSA-Fremont” or “the Charter School”) will be a charter school for grades K–12 with a mission to provide a college preparatory educational program emphasizing STEM in a safe environment that cultivates respect for self and others. The Charter School will offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Fremont will be supplemented by tutoring, after-school programs, and school-to-university collaborations.

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

¹ Source: www.magnoliapublicschools.org

MSA-Fremont is primarily designed to meet the needs of the students in the Fremont Unified School District (“FUSD” or “District”) and will operate as a site-based school. MPS operates 11 charter school sites throughout California with an increasing trend of academic success, organizational and financial stability. The Board of MPS¹ desires to offer the successful education model of MSA-Fremont to the students and parents of the Fremont area and is pleased to submit this petition to open MSA-Fremont in the fall of 2017.

General Information

▪ The contact person for Charter School is:	Chief Academic Officer, Michelle Crumpton
▪ The contact address for Charter School is:	13950 Milton Ave. Ste 200, Westminster, CA 92683
▪ The contact phone number for Charter School is:	(714) 892-5066
▪ The proposed address or target community of Charter School is:	City of Fremont
▪ The grade configuration of Charter School is:	K-12. Charter School will start with grades K-8 in the first year and add a grade each year, making it K-10 in its fifth year. Charter School will keep adding a grade each year until it becomes a full K-12.
▪ The number of students in the first year will be:	About 240
▪ The grade level(s) of the students in the first year will be:	K-8
▪ The scheduled opening date of Charter School is:	August 15, 2017
▪ The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency)	About 545 students for the first term of the charter depending on the building capacity and the number of applications; about 1,000 students when it becomes a full K-12. See “Enrollment Rollout Plan.”
▪ The type of instructional calendar will be:	Traditional
▪ The term of this charter shall be from:	July 1, 2017 to June 30, 2022

¹ Please see Supporting Documentation for more information about the Magnolia Public Schools Board of Directors.

MAGNOLIA PUBLIC SCHOOLS (MPS)

Background

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

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

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

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

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

The following steps are taken for successful transition:

- Magnolia Public Schools Home Office (“Home Office”) Support and Supervision: Please see Element 4 for the types of services provided by the Home Office to each individual MPS charter school site.
- Seed administrators and teachers: Administrators and teachers at existing MPS schools will transfer to the new schools to implement the MPS’ education program at the new locations. These successful teachers and administrators help ensure a smooth transition as MPS continues to expand its schools by grade and location.
- Policy and document transfer: All policies and documents will be made available to the new school staff.
- MPS weekly meetings: School administrators and Home Office officers will hold weekly meetings to oversee the entire process.

Current Locations and Grade Levels of MPS Sites

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

Figure 1: Current locations and grade levels of MPS sites

Authorized by the Los Angeles Unified School District (LAUSD):		
Magnolia Science Academy-1:	18238 Sherman Way, Reseda, CA 91335	6-12
Magnolia Science Academy-2:	17125 Victory Blvd., Van Nuys, CA 91406	6-12
Magnolia Science Academy-3:	1254 East Helmick St., Carson, CA 90746	6-12
Magnolia Science Academy-4:	11330 W Graham Place, Los Angeles, CA 90064	6-12
Magnolia Science Academy-5:	18230 Kittridge St., Reseda, CA 91335	6-12
Magnolia Science Academy-6:	3754 Dunn Dr., Los Angeles, CA 90034	6-8
Magnolia Science Academy-7:	18355 Roscoe Blvd., Northridge, CA 91325	K-5
Magnolia Science Academy-Bell:	6411 Orchard Ave, Bell, CA 90201	6-8
Authorized by the San Diego Unified School District (SDUSD):		
Magnolia Science Academy-San Diego:	6365 Lake Atlin Ave., San Diego, CA 92119	6-8
Authorized by the Santa Clara County Office of Education (SCCOE):		
Magnolia Science Academy-Santa Clara:	14271 Story Road, San Jose, CA 95127	6-12
Authorized by the State Board of Education (SBE):		
Magnolia Science Academy-Santa Ana:	102 Baker St E, Costa Mesa, CA 92626	K-12

1.2 COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

The Magnolia Fremont petition is the fruition and response to demand from local community members who initially contacted our Santa Clara school leadership. These parents expressed the lack of choice and need for a local charter school that offers STEM education as well as foreign languages in early grades.

Since June of 2015, Magnolia Staff have held several community meetings with a core group of parents to explore the potential and demand for a new school. Our staff had an open house on August 26, 2015 with an attendance of over 60 families. The parents have organized and collected over 100 signatures representing the community. These signatures show the demand and need for a charter school in the area.

The Bay Area and Alameda County have a long history of science and technology-based businesses. With the emergence of many computer chip, circuit board, and microprocessor manufacturing companies, Silicon Valley and the wider bay area became known for its high-tech workforce and high-wage job market. This reputation for excellence in the STEM fields attracted even more technology-based businesses and high-skill residents to the bay area. With increasing global competition, keeping Silicon Valley's competitive edge in the STEM disciplines is more important than ever for the continued economic success of the region.

While STEM degrees in the region are increasing steadily, the rate of increase continues to be outpaced by the rate of Silicon Valley employers' need for even greater numbers of STEM workforce.

With the fast growth of high-tech businesses in the bay area, future high wage job opportunities will be primarily located in the high-tech industry. Ensuring that the future workforce is properly educated in the STEM disciplines is a crucial first step in establishing economic sustainability for the bay area.

Echoing with the above need, Magnolia Public Schools (MPS) bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in math, science, and technology. According to a 2008 report from the National Science Board, "The Science and Engineering Workforce: Realizing America's Potential,"¹ current trends indicate serious future problems that may threaten our long-term prosperity and national security. These include:

Flat or reduced domestic student interest in critical areas, such as engineering and the physical and mathematical sciences,

- Large increases in retirement from the science and engineering (S&E) workforce projected over the next two decades,
- Projected rapid growth in S&E occupations over the next decade, at three times the rate of all occupations,
- Anticipated growth in the need for American citizens with S&E skills in jobs related to national security, following September 11, 2001.
- Global competition for S&E talent is intensifying, such that the United States may not be able to rely on the international S&E labor market to fill unmet skill needs;
- The number of native-born S&E graduates entering the workforce is likely to decline unless the Nation intervenes to improve success in educating S&E students from all demographic groups, especially those underrepresented in S&E careers.

¹National Science Board; The Science and Engineering Workforce Realizing America's Potential. November 2008

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

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

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

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

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

“The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population. These have always been the Nation’s most important assets. As the world becomes increasingly technological, the value of these national assets will be determined in no small measure by the effectiveness of science, technology, engineering, and mathematics (STEM) education in the United States. STEM education will determine whether the United States will remain a leader among nations and whether we will be able to solve immense challenges in such areas as energy, health, environmental protection, and national security. It will help produce the capable and flexible workforce needed to compete in a global marketplace. It will ensure our society continues to make fundamental discoveries and to advance our understanding of ourselves, our planet, and the universe. It will generate the scientists, technologists, engineers, and mathematicians who will create the new ideas, new products, and entirely new industries of the 21st century. It will provide the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world.” (PCAST, 2010)

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

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

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

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

According to the Bureau of Labor Statistics², from 2010 to 2020: Hispanics will increase from 15 to 19 percent of the civilian labor force while non-Hispanic whites will decrease from 68 to 62 percent.

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

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

In 2010, Hispanics had the highest labor force participation rate (68 percent) of any racial/ethnic group (65 percent overall).³ However, this participation rate was generally in lower paying jobs.

The top 20 highest paying occupations⁴ based on highest median annual pay in 2012 includes six occupations in STEM fields.

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

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

- Electrical, electronics, and electromechanical assemblers (20%)
- Telecommunications line installers and repairers (17%)
- Aircraft mechanics and service technicians (17%)
- Than in higher paying STEM professional occupations:
- Architectural and Engineering managers (5%)
- Computer and Information Systems managers (4%)

With its vision to graduate “scientific thinkers who contribute to the global community as socially responsible and educated members of society” and its mission to “provide a college preparatory educational program emphasizing

¹ President's Council of Advisors on Science and Technology (PCAST). “Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics.” February 7, 2012. Washington, D.C.

² Bureau of Labor Statistics, U.S. Department of Labor. News Release. Employment Projections: 2010-2020. USDL-12-0160. Table 1. Civilian labor force, by age, sex, race, and ethnicity, 1990, 2000, 2010, and projected 2020.

³ Labor Force Characteristics by Race and Ethnicity, 2010, U.S. Bureau of Labor Statistics, Department of Labor, August 2011, Report 1032. <http://www.bls.gov/cps/cpsrace2010.pdf>

⁴Highest Paying Occupations, Occupational Outlook Handbook.U.S. Bureau of Labor Statistics, Department of Labor. Released March 29, 2012. <http://www.bls.gov/ooh/highest-paying.htm>

science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others,” Magnolia Public Schools helps fill this gap by inspiring and preparing students to choose career paths in science and technology. Alameda County is one of the focal points of the shortage mentioned above. MPS is addressing the shortage where help is needed most, Alameda County. MSA-Fremont will attract students from all backgrounds and all parts of Alameda County.

Surrounding Schools Demographic and Performance Data

Please see Tables 1 & 2 on the following pages for current demographics and academic achievement information of the public schools in the target area. The data was acquired from California Department of Education’s Dataquest.

Table 1. Surrounding Schools Demographic Data

School	Enrollment (2012-13)	African American	Asian	Filipino	Hispanic	White	Other
Area Elementary Schools							
Azeveda Elementary	583	1.9%	37.9%	8.1%	25.4%	17.5%	9.2%
Blacow Elementary	468	3.6%	12.4%	4.1%	61.3%	11.1%	7.3%
Brier Elementary	710	4.5%	33%	6.5%	35.2%	14.8	6.1%
Cabrillo Elementary	440	8.9%	19.5%	8.2%	50.2%	8.4	4.5
Durham Elemementary	453	7.1%	31.3%	10.6%	30.9%	14.1%	5.9%
Grimmer Elementary	385	1%	14.5%	8.1%	63.1%	10.6%	2.6%
Maloney Elementary	604	2.8%	45%	6.8%	26%	13.1%	6.3%
Vallejo Elementary	537	6.9%	22%	7.6%	26.8%	27.4%	8.9%
Area Middle Schools							
Centerville Junior High	944	5.7%	32.3%	8.6%	23.8%	24.3%	5.3%
Horner Junior High	1082	2.4%	65.4%	3.7%	12%	13.1%	3.4%
Walters Junior High	774	4.9%	20.7%	11.8%	32.8%	24%	5.7%
Thornton Junior High	1076	5.3%	53.8%	10.4%	11%	15.1%	4.4%
Area High Schools							
American High	1,960	5.8%	51.1%	11%	11.7%	17.9%	2.5%
Irvington High	2,179	1.9%	59.8%	5.8%	12.1%	18.2%	2.4%
Kennedy High	1,410	5.5%	23.5%	8.3%	34.3%	24.3%	4.1%
Washington High	1,835	6.4%	29.9%	8%	22.5%	29.2%	3.9%

Table 2. Surrounding Schools Performance Data

School	School Profile		API		AYP (2013)				2013 Statewide School Ranking	2013 Similar School Ranking	PI Status
	English Learners (2012)	Free-Reduced Meals(11-12)	20123 Growth API	Growth from 2012 to 2013	All Components	English	Math	API			
Area Elementary Schools											
Azeveda Elementary	30.4%	30.1%	856	+30	No	No	No	Yes	7	8	-
Blacow Elementary	51.4%	48.1%	815	-20	No	No	No	Yes	6	7	Year 2
Brier Elementary	49.6%	47.9%	860	-2	No	No	No	Yes	8	10	Year 2
Cabrillo Elementary	44.5%	59.5%	810	0	No	No	No	Yes	5	7	Year 1
Durham Elemementary	37.1%	41.5%	844	-21	No	No	No	Yes	7	8	Not in PI
Grimmer Elementary	53.5%	61.8%	821	3	No	No	No	Yes	6	8	Not in PI
Maloney Elementary	40.9%	30%	875	+21	No	No	No	Yes	8	6	
Vallejo Elementary	27.2%	29.6%	837	1	No	No	No	Yes	7	6	
Area Middle Schools											
Centerville Junior High	12.9%	29.3%	855	0	No	No	No	Yes	8	4	
Horner Junior High	8%	15.6%	920	-9	No	No	No	Yes	10	6	
Walters Junior High	18.5%	41.3%	796	-12	No	Yes	No	Yes	5	4	
Thornton Junior High	7.1%	21.1%	903	+17	No	No	No	Yes	9	6	
Area High Schools											
American High	8%	22.1%	842	11	No	No	No	Yes	9	3	
Irvington High	9.7%	15.7%	884	10	No	No	No	Yes	10	5	
Kennedy High	15.9%	37.9%	743	-7	No	No	No	Yes	5	2	
Washington High	12%	24.3%	792	2	No	Yes	Yes	Yes	7	1	

MPS has significant success with predominantly Hispanic/Latino, low income, and socioeconomically disadvantaged students from diverse backgrounds. Table 3 shows three MPS schools for comparison purposes. Magnolia Science Academy-7 serves grades K-5 in the city of Northridge, Magnolia Science Academy-Bell serves grades 6-8 through the Public School Choice (PSC) Initiative in the city of Bell, and Magnolia Science Academy-Santa Ana, state-authorized charter school in Santa Ana, serves grades 6-12. These schools serve similar demographics to FUSD.

All MPS schools have shown significant gains in 2012 and 2013 API scores. MPS will continue to implement its education model to support its curriculum that is based on the California State Content Standards and the Common Core State Standards, frameworks and benchmarks for assessment in each of the content subject areas. Alignment through curricular resources and Human Capital initiatives will be the catalyst for MPS' ascendant academic trajectory. Therefore, MPS believes that it can substantially decrease the burden on the area schools and similarly enable students to STEM careers in the area colleges and businesses.

Table 3. Demographic and Performance Data for Similar MPS Schools

Similar MPS Schools	Enrollment (2014-15)	Hispanic	White	English Learners (2014-15)	Free-Reduced Meals (2014-15)	API Growth 2013	Growth from 2012 to 2013
Magnolia Science Academy-7 (K-5) in Northridge, CA (LAUSD authorized)	295	66%	18%	25%	76%	904	-2
Magnolia Science Academy-Bell (6-8) in Bell, CA (LAUSD authorized)	489	95%	4%	15%	94%	763	+50
Magnolia Science Academy- Santa Ana* (6-12) in Costa Mesa, CA (State-authorized)	160	49%	36%	9%	49%	850	+11
Magnolia Science Academy Santa Clara – (6-12) in Santa Clara County	479	14%	23%	14.40%	21.50%	904	+6

* School name shows Pacific Technology School-Santa Ana in CDE's DataQuest for 2013 API data.

1.3 STUDENT POPULATION TO BE SERVED

Description of Fremont and Surrounding Communities

Fremont is a city of over 220,000 people with an area of 90-square miles, making it the fourth most populous city in the Bay Area and California's 15th largest city. Fremont is one of the most ethnically and culturally diverse cities in the Bay Area and most residents are highly educated with high-paying jobs in a variety of business sectors. The city of Fremont is heavily immigrant.

The per capita income of residents of Fremont is \$40,190 with a median household income of \$114,684. When compared to the California averages of \$29,527 and \$61,094 respectively¹. Additionally, 6% of the population lives below the poverty level in Fremont.

These statistics have led to the development of a school-wide outreach plan that takes into consideration the facts that Fremont is a working class neighborhood with many immigrant parents that are not always available during the day. These plans include items such as parent conferences being held until 7 p.m., parent meetings being held on the weekends and the creation of a Dean of Culture to coordinate home visits with families during times that are convenient for them. Fremont communicates with parents in both English and Spanish including: phone messages, newsletters and flyers, parent meetings at the school and assemblies. Additionally, MSA-Fremont will host parent information sessions in both English and Spanish where they learn about issues their students are facing and participate in technology education in the computer labs to learn how to sign up for email accounts and help their children apply to their desired post-secondary options.

The charter school will reach out to other schools and the community at large via events such as open houses, academic competitions for potential students, and going to community events such as art festivals, events at local churches and holding events at parks. MSA-Fremont administrators and teachers will reach out to council members and the mayor to address issues that are outside of the school's control such as participating in community safety committees to have the traffic patterns around the school adjusted for student safety via signs and the creation of no parking zones.

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

MSA-Fremont will address the interests, background, and challenges of its target student population in the following ways, which are described in more detail throughout the charter petition: co-teaching; embedded supports; differentiated instruction; home-school connection; and specific supports for English learners, immigrant students, and foster youth. MSA-Fremont will provide individualized attention to students. MSA-Fremont will strive to help students from all backgrounds to participate in its Advanced Studies Program which include Advanced Placement courses, academic after-school clubs such as Robotics and Advanced Math Program through which students prepare for nationwide and international competitions.

¹ Source: <http://quickfacts.census.gov/qfd/states/06/0668112.html>

MSA-Fremont will implement a recruitment process to achieve racial and ethnic balance among its students that is reflective of the general population within the territorial jurisdiction of FUSD. The overall profile of the student population will likely reflect the demographics of nearby neighborhoods and surrounding public schools.

Please see section 1.2 for demographics and academic achievement information of the public schools surrounding Fremont. MSA-Fremont believes it can substantially decrease the burden on the area schools and similarly produce productive citizens with its STEM-focused, college prep program.

Enrollment Rollout Plan

At full capacity, MSA-Fremont will serve about 545 students in the first term of the charter depending on the building capacity and the number of applications. The grade configuration of the Charter School will be K-12. Charter School will start with grades K-8 in the first year and serve grades K-10 in its fifth year. Charter School will keep adding a grade each year thereafter until it becomes a full K-12 serving about 1,000 students.

Please see the following table for projected grade level enrollment at the Charter School for the following five years. MSA-Fremont will have approximately 25-30 students per class. To reach its enrollment targets, MSA-Fremont has created a recruitment plan and will do many outreach activities as outlined in general terms in Element 7.

Depending on the building capacity and the number of applications each year, the following enrollment projections may be revised, in which case the Charter School will inform the District. The successful education model of the school presents a great choice to the students and parents of FUSD. We are confident that our diverse outreach efforts, supported by our success, will contribute to meeting our enrollment targets.

Table 4. The projected grade-level enrollment of MSA-Fremont for the following five years

Projected Grade-level Enrollment at MSA-Fremont					
Grade	2017-18	2018-19	2019-20	2020-21	2021-22*
TK/K	25	50	50	50	50
1	25	50	50	50	50
2	25	25	50	50	50
3	25	25	25	50	50
4	25	25	25	25	50
5	25	25	25	25	25
6	30	30	30	30	30
7	30	60	60	60	60
8	30	30	60	60	60
9				60	60
10					60
11					
12					
Total	240	320	375	460	545

* Charter School will keep adding a grade each year thereafter until it becomes a full K-12 serving about 1,000 students.

1.4 GOALS AND PHILOSOPHY

Vision

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

Mission

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

Core Values

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

- **Scholarship**

Scholarship 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 scholarship 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. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

- **Connection**

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, 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 (SLOs)

MPS graduates will be:

Scholars who:

- Think critically.
- Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning).
- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize problem-solving techniques during conflict resolution and to compromise.

Independent Scholars who:

- Exhibit the ability to integrate technology as an effective tool in their daily lives.
- Use technology effectively to access, organize, research and present information.
- 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 feedback and 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 MPS 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 STEM 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.

All MPS schools will prepare 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 STEM competitions, internships, mentoring, STEM clubs, college and career field trips. Building upon students' knowledge in math, science, history and literature through real world applications and experiences will foster a love of learning. Supporting life-long learning through collaboration, digital literacy, academic discourse, argumentative writing and flexible scheduling models prepares students for 21st century demands.

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

How Learning Best Occurs

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

Research and experience shows 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 MPS, we strive to effectively facilitate student learning. Because individual needs are intrinsically motivating, we begin the process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication. This helps guide educators in developing their curriculum so that it is personalized and aligned to meet students at their affect level. Furthermore, MPS carefully collects and disaggregates data in order to consistently monitor and measure student growth, as well as provide immediate feedback to improve learning. We use this data to further tailor our program to meet the individual needs of our scholars.

MPS' rigorous CCSS-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.

The educators on our team are the foundation of authentic and equitable learning. MPS teachers understand that students learn best when they have multiple opportunities to work collaboratively in teams. To develop conceptual understanding in constructivist settings, MPS teachers assume the role of facilitators of meaningful learning experiences rather than transmitters of knowledge. Students build on their existing knowledge as guided experiences to help them

discover and develop the underlying ideas and concepts. This process not only deepens 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 (citation needed).

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

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

In addition to the curricular design, MPS also offers an exciting after-school program that offers academic assistance to students, as well as providing a safe place for academic and non-academic 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.

Distinguishing Features in MPS' Approach

Magnolia Public Schools distinguishes itself from other schools by cultivating a fearlessness of excellence through a rigorous, high quality STEM education for all students that incorporates an extraordinary support program that includes home visits, extended learning, and parent and community engagement. An emphasis on a STEM education sets up our high-risk students for a better living, where the meritocracy is less influenced by race, religion, and socio-economic background. The achievements speak for themselves, regardless of background. This approach is realized through our pillars of scholarship, personalization, and community, and our history of promoting excellence through teamwork and competition.

The first Magnolia Science Academy was founded in Reseda, CA in 2002, in an under-served area in the San Fernando Valley with a high percentage of low-achieving students. Since its inception, Magnolia has consistently achieved exceptional results on state tests at its sister sites. MPS' graduating class in 2015 had 65% first-generation college attendees. An overall 98% graduation rate and 96% college acceptance rate prove the effectiveness of MPS' approach.

MPS' model starts with recognizing the needs of its target student population and requires the extra mile to be taken by its dedicated educators and administrators. The majority of MPS students come from urban, low socio-economic status, historically underserved families. These students need more than teaching the subject matter in order for them to navigate and succeed through their not-so-easy path to college. For that, MPS has to provide support for its students in addition to the rigor that they need to succeed.

The support program, which MPS has been effectively providing in addition to the required teaching, constitutes the main difference between MPS and the other schools. This unparalleled program, in addition to rigorous academics, constitutes the backbone of MPS' approach which aims and effectively accomplishes to provide a cohesive atmosphere to take students from at least one or two grade levels below their peers to scoring above others, competing in national and

international competitions and receiving college degrees from respected higher education institutions.

MPS provides a comprehensive program, featuring community engagement and collaboration of all stakeholders working together to help students reach their full potentials, prevent drop-outs and raise STEM graduates who will meaningfully contribute to the society. MPS provides an exceptional guidance program to its students with pieces dovetailing each other. The first and most essential part of this program is constantly seeking input from and planning together with the parents through its Home Visits program. Measuring student progress three times a year through its benchmark tests and providing immediate intervention through free after-school tutoring ensures no students fall behind without noticing on-time. MPS' unique College Mentorship Program and Character Education/Life Skills classes help students plan for college, stay on track and get equipped with necessary skills/credentials for a desired college major. MPS does not just stop there, but provides guidance and help through its Alumni Club through college years of its students to make sure they successfully graduate from STEM majors.

Home Visits Program

Parents and teachers are critical partners in educating the "whole child". Research has shown that one of the keys to successful teaching and learning is creating personal connections with students. MPS teachers visit students at their homes in pairs or teams to enhance student learning and involvement. Teachers can identify students' current interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

Extended Learning Time

At MPS we believe that after-school hours are an extension of the day. We offer tutoring and clubs designed to support daytime instruction. Additionally, there is targeted intervention before, during, and after-school. Beyond the Monday through Friday programming, we offer Saturday programs. At MPS, learning is a yearlong commitment; we also offer winter and spring academic camps as well as summer school programs.

Parent and Community Engagement Program

Through community connections, students will have access to a variety of internships with community business partners to explore career interests as well as experience the everyday operations in the field. These experiences allow students to be part of a solution to a local or global issue. MPS 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.

MPS teams have monthly parent and teacher workshops, as well as task-force meetings, where the central focus is to empower parents and teachers to be partners in ensuring that all students achieve and are prepared for college, career, and civic life. Workshops focus on issues such as social-emotional learning for students and the benefits of community partnerships. Parents and teachers learn how to identify and integrate communal services to strengthen school programs, family practices, and student learning and development.

The community neighborhood walks are a staple of MPS' approach to family and community engagement. MPS leaders at various sites organize the community precinct walks to increase meaningful parent engagement. The community precinct walks are extremely beneficial to our schools and serve several purposes, such as:

- Increase the staff's understanding of the community in which they teach, the assets as well as challenges.
- Form meaningful relationships between parents and staff to collaborate using all resources and to advocate for the best education possible for children.

- Identify communal and educational resources teachers can bring into the classrooms, and acknowledge community champions in the neighborhood.
- Strengthen teaching and learning at the school by deepening awareness of the community.

Parent and Community Advisory Councils are open to the public and are comprised of students, parents and local community leaders. These councils will be responsible for convening parents and surrounding community members, leading the dialogue on community priorities and school related projects/services, and organizing local, civic, and political education related activities that impact the MPS and community.

Volunteers are a part of the fabric of MPS. Volunteers bring much needed assistance, experience, and knowledge to our school communities. Volunteers serve several purposes:

- Assist in classrooms, thereby allowing teachers to attend to students in need of extra assistance
- Support staff in meeting the needs of students more effectively
- Strengthen school/home/community relations by engaging parents and community as school volunteers
- Provide adult role models for students through tutoring, coaching, and mentoring opportunities that expand their educational experience
- Connect with other dedicated volunteers, thus, creating a coherent volunteer program, which aims to provide the school with extra supports that benefit the whole community.

Goals

Magnolia Public Schools aims to engage underserved students in high poverty areas through scholarship, personalization and community involvement. Historically, minority groups have not been exposed to opportunities to pursue careers in STEM fields. This is reflected in underrepresentation in these areas, hence creating educational equity and access to careers in these fields. Please see section 1.1 for the statistics. Recent research suggests that a significant cause of these low numbers is that the students from these ethnic backgrounds have inadequate exposure to intensive STEM curricula.¹ MSA-Fremont is an indispensable addition to the community because its education program aims to²:

- Educate independent life-long scholars with critical thinking skills.
- Provide personalized learning opportunities through flexible scheduling and early identification of learning styles, personalities, interests, and career plans.
- Increase students' interest in pursuing careers in STEM areas by offering an innovative and engaging instructional design.
- Provide a challenging and rigorous common core state standards-based curriculum designed to improve students' critical thinking skills through hands-on, inquiry based activities.
- Provide quality core instruction, including humanities and social sciences, that improves students' reading & writing skills and attitudes thereby increasing their chances of success in higher education and beyond.

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

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

- Provide intensive enrichment programs for both high and low achieving students.
- Improve students' academic skills, especially of those who are performing below grade level, by providing a comprehensive tutoring program.
- Improve students' organizational and study skills by offering a life-skills course.
- Empower students to become self-motivated, competent, and lifelong learners.
- Create a supportive and caring environment involving all stakeholders and through community partnerships, and strong student-parent-teacher communication.
- Reduce dropout rates by providing academic and social support in a safe school environment.
- Teach students to think objectively and critically, and be socially responsible.

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Pursuant to Ed. Code § 47605(b)(5)(A)(ii), please see the table below, describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Ed. Code § 52060(d), and specific annual actions to achieve those goals. Further below in Elements 2&3, please find tables that delineate MSA-Fremont schoolwide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Ed. Code § 52060(d). As the State finalizes new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new LCAPs as applicable to charter schools, MSA-Fremont will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on § 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

Table 5 – Measurable goals of the educational program (Eight State Priorities)

CHARTER SCHOOL ANNUAL GOALS & ACTIONS TO ACHIEVE THE STATE PRIORITIES
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STATE PRIORITY #1: BASIC SERVICES	
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The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
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TEACHERS:	
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ANNUAL GOALS TO ACHIEVE PRIORITY #1	<ul style="list-style-type: none"> ▪ For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.
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ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process. <i>(Principal; HR)</i> ▪ Charter School will annually review master schedule/teacher assignments to ensure compliance. <i>(Principal)</i>
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INSTRUCTIONAL MATERIALS:	
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ANNUAL GOALS TO ACHIEVE PRIORITY #1	<ul style="list-style-type: none"> ▪ For each year of the charter, every student will have sufficient access to standards-aligned instructional materials.
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ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will annually review alignment of instructional materials to standards. <i>(Principal; Home Office)</i> ▪ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials <i>(Principal; Business Manager)</i> ▪ Charter School will annually review budget and plan to ensure adequate budget for instructional materials <i>(Principal; Business Manager)</i>
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FACILITIES:	
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ANNUAL GOALS TO ACHIEVE PRIORITY #1	<ul style="list-style-type: none"> ▪ For each year of the charter, the school facilities will be maintained in good repair.
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ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Annual and monthly facility inspections will screen for safety hazards. <i>(Principal)</i> ▪ Daily general cleaning by custodial staff will maintain campus cleanliness. <i>(Custodian, with report to Principal)</i>
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STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
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Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
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CCSS IMPLEMENTATION	
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ANNUAL GOALS TO	<ul style="list-style-type: none"> ▪ Charter School will fully implement state-adopted ELA and Math academic content
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ACHIEVE PRIORITY #2	and performance standards for all students, including subgroups.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will ensure ELA and Math curricula and assessments are aligned to the CCSS. <i>(Principal; Home Office)</i> ▪ Annually, teachers will participate in professional development on the implementation of CCSS. <i>(Principal; Home Office)</i>
EL STUDENTS	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	<ul style="list-style-type: none"> ▪ EL students will gain academic content knowledge through the implementation of CCSS. ▪ EL students will gain English language proficiency through the implementation of CCSS.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will provide CCSS aligned ELA and math instruction using SDAIE instructional strategies, support and intervention to all ELs and monitor student progress in ELA and math as measured by the MAP test. <i>(Principal; Dean of Academics)</i> ▪ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. <i>(Principal; Dean of Academics)</i>

STATE PRIORITY #3: PARENTAL INVOLVEMENT

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

PARENT INPUT

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

PROMOTING PARENT PARTICIPATION

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

	<p>web portal. <i>(Principal; Dean of Academics)</i></p> <ul style="list-style-type: none"> ▪ Charter School will communicate with the parents of academically low-achieving students. <i>(Principal; Dean of Academics)</i> ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. <i>(Principal; Dean of Academics)</i>
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STATE PRIORITY #4: PUPIL ACHIEVEMENT

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

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

(A) STATEWIDE ASSESSMENTS

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

(B) API

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

(C) COLLEGE/CAREER READINESS

ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> ▪ Students will be on track to be college/career ready.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will offer courses that meet UC/CSU admission requirements. <i>(Principal; Dean of Academics; Home Office)</i> ▪ Charter School will offer “Advisory” classes, a college planning and career

	<p>exploration program for students. <i>(Principal; Dean of Academics; College Advisor)</i></p> <ul style="list-style-type: none"> ▪ Charter School will offer special programs to prepare students for the SAT/ACT tests. <i>(Principal; Dean of Academics; College Advisor)</i> ▪ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. <i>(Principal; College Advisor)</i>
(D) EL PROGRESS	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> ▪ EL students will advance at least one overall performance level on the CELDT and/or ELPAC each year.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. <i>(Principal; Dean of Academics; EL Coordinator)</i>
(E) EL RECLASSIFICATION RATE	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> ▪ EL students will be reclassified as fluent English proficient (RFEP) annually.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. <i>(Principal; Dean of Academics; EL Coordinator)</i>
(F) AP EXAM PASSING RATE	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> ▪ Students will take and pass AP exams at a high rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. <i>(Principal; Dean of Academics)</i>
(G) EAP PARTICIPATION & PASSING RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	<ul style="list-style-type: none"> ▪ Students will demonstrate college preparedness pursuant to the EAP.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will encourage and support students to participate in the EAP program and demonstrate college preparedness. <i>(Principal; Dean of Academics; College Advisor)</i> ▪ Charter School will offer “Advisory” classes, a college planning and career exploration program for students. <i>(Principal; Dean of Academics; College Advisor)</i> ▪ Charter School will regularly review progress towards targets. <i>(Principal; Dean of Academics; College Advisor)</i>

STATE PRIORITY #5: STUDENT ENGAGEMENT

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

- (A) School attendance rates
- (B) Chronic absenteeism rates
- (C) Middle school dropout rates

(D) High school dropout rates	
(E) High school graduation rates	
(A) SCHOOL ATTENDANCE RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	<ul style="list-style-type: none"> ▪ Charter School will maintain a high student attendance rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will provide a safe environment that cultivates respect for self and others. <i>(Principal; Dean of Students)</i> ▪ Charter School will encourage and support student attendance. <i>(Principal; Dean of Students; Office Manager)</i>
(B) CHRONIC ABSENTEEISM RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	<ul style="list-style-type: none"> ▪ Charter School will maintain a low chronic absenteeism rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. <i>(Principal; Dean of Academics; Dean of Students)</i> ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. <i>(Principal; Dean of Students; Office Manager)</i>
(C) MIDDLE SCHOOL DROPOUT RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	<ul style="list-style-type: none"> ▪ Charter School will maintain a low middle school dropout rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. <i>(Principal; Dean of Academics; Dean of Students)</i> ▪ Charter School will reduce dropout rates by providing academic and social support in a small school environment. <i>(Principal; Dean of Academics; Dean of Students)</i>
(D) HIGH SCHOOL DROPOUT RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	<ul style="list-style-type: none"> ▪ Charter School will maintain a low high school dropout rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. <i>(Principal; Dean of Academics; Dean of Students)</i> ▪ Charter School will reduce dropout rates by providing academic and social support in a small school environment. <i>(Principal; Dean of Academics; Dean of Students)</i>
(E) HIGH SCHOOL GRADUATION RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	<ul style="list-style-type: none"> ▪ Charter School will maintain a high rate of high school graduation.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will develop and gain support for a school culture that promotes high expectations for all its students, including high school graduation. <i>(Principal; Dean</i>

	<i>of Academics; Dean of Students)</i>
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STATE PRIORITY #6: SCHOOL CLIMATE

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

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

(A) PUPIL SUSPENSION RATES

ANNUAL GOALS TO ACHIEVE PRIORITY #6	<ul style="list-style-type: none"> ▪ Charter School will maintain a low student suspension rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will annually assess its suspension policies and procedures and document and implement alternatives to suspension. <i>(Principal; Dean of Students; Home Office; MPS Board)</i> ▪ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. <i>(Principal; Dean of Students; Dean of Academics)</i> ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. <i>(Principal; Dean of Students)</i>

(B) PUPIL EXPULSION RATES

ANNUAL GOALS TO ACHIEVE PRIORITY #6	<ul style="list-style-type: none"> ▪ Charter School will maintain a low student expulsion rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will annually assess its expulsion policies and procedures and document and implement alternatives to expulsion. <i>(Principal; Dean of Students; Home Office; MPS Board)</i> ▪ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. <i>(Principal; Dean of Students; Dean of Academics)</i> ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. <i>(Principal; Dean of Students)</i>

(C) SENSE OF SAFETY AND SCHOOL CONNECTEDNESS

ANNUAL GOALS TO ACHIEVE PRIORITY #6	<ul style="list-style-type: none"> ▪ Students, parents, and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE ANNUAL GOALS	<ul style="list-style-type: none"> ▪ Charter School will annually administer school satisfaction surveys to students, parents, and teachers. <i>(Principal; Home Office)</i>

STATE PRIORITY #7: COURSE ACCESS

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

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

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

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

COURSE ACCESS

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

STATE PRIORITY #8: PUPIL OUTCOMES

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

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

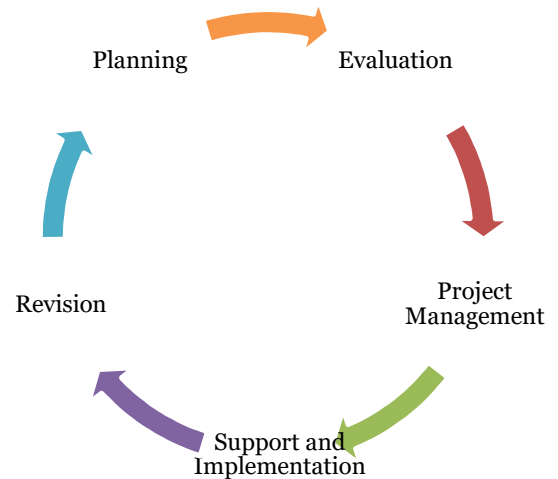
1.5 INSTRUCTIONAL DESIGN

Magnolia Public Schools (MPS) believes that our families, students, and staff are contributors to a thriving and rich learning community. Our instructional design is based on three pillars: **Scholarship, Innovation, and Connection.**

Instruction is delivered through a critical lens reflecting rigor and standards, where students own their learning, can demonstrate knowledge, and understand that learning is life-changing. Instruction is designed purposefully using research-based methods. Our process incorporates the Jerrold Kemp instructional design method, which utilizes ADDIE

Figure 1 - Instructional Design Method Components

components of planning, evaluation, project management, support and implementation, and revision to continuously monitor and evaluate the academic program. This is achieved through Kemp's instructional design process of: instructional strategies and solutions, content sequencing, task analysis, evaluation instruments, designing the message, instructional delivery and objectives, resource delivery and learner characteristics. This model defines five different components of an instructional design and at the same time adopts a continuous implementation/ evaluation model.¹ This model will be integrated into Depth of Knowledge for academic cohesiveness.

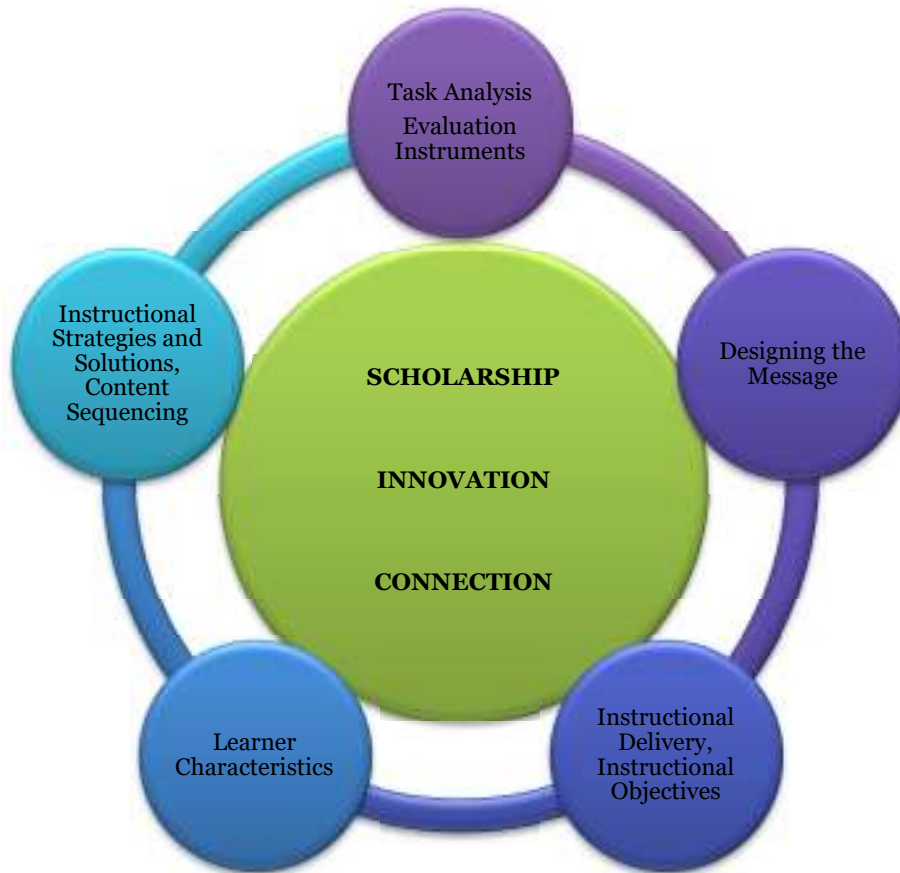


We believe in the analysis of learning needs and the systematic development and personalization of learning experiences. STEM is the platform by which we enhance instruction, increase intrinsic motivation, and make learning relevant through real life connections. MPS aims to utilize the latest and most 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.

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

The following model utilizes all elements of Kemp’s Instructional Design utilizing MPS three pillars of scholarship, innovation, and connection.

Figure 2 - MPS Education Service Method



Scholarship (Scientific Thinkers)	Innovation (Intrinsically Driven and Self-Motivated)	Connection (Socially Responsible Global Citizens)
<ul style="list-style-type: none"> ▪ STEM Focus ▪ Learning Approaches (Experiential, Constructivist Social Learning, Inquiry and Project-Based Learning) ▪ Effectively Integrating Technology into Teaching and Learning ▪ Public Display of Excellence ▪ Life-long Learning 	<ul style="list-style-type: none"> ▪ Data-driven Instruction to Ensure College Readiness ▪ Periodic Benchmark Tests ▪ After-school Tutoring ▪ College Mentorship Program ▪ College Tracking Program ▪ Portfolio Module with Learning Targets ▪ AP Courses ▪ Accelerated Learning ▪ Flexible Scheduling 	<ul style="list-style-type: none"> ▪ Community Service and Volunteerism ▪ World Languages ▪ International Visits, Trips, Speakers ▪ Home Visits ▪ Students achieve self-actualization ▪ Business and Industry Partnerships ▪ Higher Education Collaboration ▪ Internships/externships

1.5.1 Instructional Design Components: Scholarship (Scientific Thinkers)

- **STEM Focus**

MPS believes that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a technologically oriented and global environment. A significant step toward helping students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum. MPS educational program specifically emphasizes science, technology, engineering and math (STEM) education. While the curriculum concentrates on STEM, it also provides a solid instruction in humanities and social sciences to educate the whole child.

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

Technology courses will be offered to spur interest and prepare students for STEM related careers. Computer simulations assist in expanding the number of lab opportunities in all grade levels. Students' observations and reflections are the key factors for maximum learning results through hands-on instruction. In conjunction with the Computer Technology instruction, MPS will implement a Computer Science Program.

Engineering design process is implemented in classes starting in kindergarten as part of the NGSS emphasis. Engineering Teachers will use instructional aides to spur interest and enhance teaching and learning practices in science and technology, engineering and math. Skills in programming, and sequencing are developed using these tools.

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

- **Learning Approaches (Experiential, Constructivist and Social Learning, Inquiry and Project-Based Learning)**

MPS' instructional design requires participation in both individual and collaborative inquiry projects and internships to build other skills necessary for success in college and career. MPS students will be required to complete challenging and interdisciplinary projects with the goals of deepening understanding and learning to apply skills like research and analysis, critical dialogue, argument, persuasion, and collaboration. These projects will also provide opportunity for the development of technical and digital skills in all project phases. Student projects will culminate in the creation/construction of portfolios, products, presentations, or performances and will be presented online and/or onsite to critical audiences as culminating activities and celebrations of learning.

The MPS experience will provide opportunities for real-world experiences as students demonstrate increasing self-discipline and reliability. Community-based project opportunities will be available for 10th, 11th and 12th graders who are ready; internship opportunities will be added for 11th and 12th graders; and for those who have the required skill base, dual credit courses will be offered in cooperation with area community colleges to better prepare students for the next step in their academic career—a successful college, university, or vocational experience.

Project and inquiry-based learning can yield significant achievement results (Darling-Hammond et al., 2008; Newmann & Wehlage, 1995¹). From this work, it seems safe to conclude that the use of project or inquiry-based approaches produce similar, if not always better, results for learning facts and information, but are far superior methodologies for supporting problem solving, reasoning skills, and the ability to deliver logical explanations of events and processes—important 21st century skills. It has also been generally reported in many studies that the project approach is a subtle and more complex form of teaching, requiring additional teacher experience and professional development.

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

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

Technology Program is a distinguished feature of MPS. The program will enable students to personalize learning practices, integrate all subjects in project based learning in a fun and meaningful way.

This unique program includes:

- a. Technology curriculum that provides the necessary technology tools and develops critical skills that help students gain acceptance to and graduation from a 4-year university with a STEM major.

¹ Newmann, Fred M., and Gary G. Wehlage. "Successful school restructuring: A report to the public and educators." (1995). Darling-Hammond, Linda. "Teacher learning that supports student learning." *Teaching for intelligence* 2 (2008): 91-100.

- b. Core class integration projects that require higher order learning and improving critical thinking skills.

MPS Technology Program consists of:

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

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

▪ Public Displays of Excellence in STEM

MPS organizes and participates in STEM competitions for all school students throughout the county. Through various activities, competition days will become a targeted event to arouse student interest.

MPS will offer a variety of after school clubs to students to stimulate their interest in and extend their knowledge of various subjects covered in the classroom. All students will be invited to participate in our Advanced Math program that is designed to motivate and encourage students. MPS will offer electives and clubs to give students access to STEM programs early on. These programs include but are not limited to Project Lead the Way, Computer applications, MathCounts, Robotics, and Science Olympiad clubs. Students who are identified gifted, high-achieving, or uniquely motivated receive special coaching and enrichment. The school will also involve parents in co-facilitating such after-school programs and activities.

As part of their learning plans, students will be asked to put portfolios together to document and showcase their progress and achievement in a public event.

▪ Life-Long Learning

Lifelong learning may be broadly defined as learning that is pursued throughout life: 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). This definition is based on Delors' (1996) four 'pillars' of education for the future.¹

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

¹ Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

MPS aims to instill creativity, initiative and responsiveness in people 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
- negotiate conflicts

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

MPS will offer a digital, mastery-based core academic content that permits data-driven intervention by local teachers, coaches, and EL and remediation specialists. The online curriculum and real time assessments will allow continuous and individualized pacing as well as flexibility in the number of courses students are offered.

The curriculum is personalized, meaning that the content is customized to the interests and learning style of the individual student. The curriculum is also individualized, meaning that different students will start at different points and move at their own speed. Research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency (Archambault, Diamond, Brown, Cavanaugh, & Coffey, 2010; Black, Harrison, Marshall, & Wiliam, 2004; Blum, 2004; Clarke, 2003; Legters, Balfanz, & McPartland, 2002; Watson & Gemin, 2008).

MPS uses high quality providers of the school's personalized academic content. Our system generates reports that show profiles of content and skills that students are learning and tracks their progress. This system will be combined with diagnostic MAP assessments provide the data necessary to build personalized, realistic, and productive learning plans on a weekly basis for every MPS student. The online courses support self-paced, mastery-based learning. 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).

▪ *Data-driven Instruction*

MPS teachers and students use data to make informed decisions. Academic, informal and formal information is taken from the following areas: MAP diagnostic data, SBAC Interim formative and summative data, student survey, career, college, personal inventories, PSAT, SAT, Grade Point Averages. This data supports students' individual pathways to a right match college/university or trade.

▪ *Identifying Student Needs Through Computer Adapted Tests*

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

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

MAP is administered in the fall and spring of every academic year. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how MPS students are performing. The assessments adapt to

the student's ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age.

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

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

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

▪ College Mentorship

MPS College Advisors work with each senior individually to develop a four-year learning plan that culminates in college acceptance. In order to prevent application errors and to find the best-fit colleges, universities and career programs, our counselors work with parents, students and family units. College personnel mentor our students through the matriculation of high school through the following mechanisms: four year plans, college visits and trips, parental involvement, research, culmination senior projects and a simple belief that college is attainable through academic success. The distinguishing part of our College Mentorship program is the active participation of our students in the development and design of their future academic pathways.

▪ College Tracking

All MPS Scholars are tracked through high school until its completion and matriculation to college. MPS tracks: scholarship eligibility, scholarship applications, UC/CSU requirements, Personal Statements, and programs that develop student career interest and provide credential and certifications in those fields as current high school students. As relationships are a great part of our success with students and getting to know our families, our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment.

▪ Portfolio Module with Learning Targets

MPS Scholars are required to develop portfolios which evidence their progress towards college readiness that is inclusive of individualized learning targets that have been collaboratively and purposefully designed. Students choose academic pathways through selection of desired modules as established by the school site.

Student portfolios include: Work samples, culminating projects, earned certificates and credentials, and academic accomplishments.

- **After-school Tutoring**

MPS 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. Tutoring allows students to form inter-personal connections with their peers and teachers in a more personalized and relaxed setting. Teachers can incorporate peer mentoring and tutoring in their program, which benefits both high-achieving and struggling students, and enriches the school culture. Students gain valuable communication skills as well as experience learning how to teach and help one another learn.

MPS also offers a diverse program of high interest, after-school clubs. These STEM and literacy based programs further enhance the school culture and students' experience. Clubs include, but are not limited to, Computer Programming and Coding, MathCounts, Robotics, and Science Olympiad clubs. The school will also involve parents in co-facilitating these after-school programs and activities.

1.5.3 Community (Socially Responsible Global Citizens)

MPS 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 not only our students, but the communities in which they live, in order to enrich the global society.

- **Life Skills Program**

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

- **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, MPS 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.

MPS 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.

1.6 CURRICULUM

1.6.1 Elementary School Curriculum

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

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

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

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

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

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

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

Core Curriculum Areas

The math curriculum at MSA-Fremont is based on the common core state standards. The K-8 program will provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications. All students at all grade levels will be engaged in challenging, hands-on math activities that include manipulatives, simulation, real world problems, model manipulation and creation, and 3-D puzzles. The activities will be integrated throughout the curriculum. Most math activities will be multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving.

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

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

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

Language Arts curriculum will be literature-based with fluency practice in reading and writing. Conventions of writing will be emphasized in daily written homework and lab assignments. Students taking advanced 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.

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

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

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

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

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

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

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

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

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

1.6.2 Middle School Curriculum

In grades 6 through 8, students are required to take core classes in Mathematics, Science, English-Language Arts and History-Social Science. In addition, the following courses are also part of the comprehensive education program and may be offered depending on student needs/demands and availability of teachers and resources: Power Math/ELA, Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, Sustained Silent Reading (SSR), and other elective courses that students can choose from. MSA-Fremont will offer all students one period of Life Skills per week.

Core Curriculum Areas

Mathematics

The math curriculum at MSA-Fremont is based on the CCSS. All students at all grade levels will be engaged in challenging, hands-on math activities that include manipulatives, simulation, real world problems, model manipulation & creation, and 3-D puzzles. The activities will be integrated throughout the curriculum. Most math activities will be multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving.

The math program will stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Having built a strong foundation in earlier grades, students can do hands-on learning in geometry, algebra and probability and statistics.

The Charter School will offer High School Mathematics I to students who are ready for rigorous high school mathematics in eighth grade. To prepare students for high school mathematics in eighth grade, the Charter School will have a well-crafted sequence of compacted courses. The term “compacted” means to compress content, which requires a faster pace to complete, as opposed to skipping content. The Charter School will use a compacted course sequence designed by The Achieve Pathways Group¹ based on the idea that content should compact 3 years of content into 2 years, at most. In other words, compacting content from 2 years into 1 year would be too challenging, and compacting 4 years of content into 3 years starting in grade 7 runs the risk of compacting across middle and high schools. As such, grades 7, 8, and 9 were compacted into grades 7 and 8 (a 3:2 compaction). As a result, some 8th grade content is in the 7th grade courses, and high school content is in 8th grade.

The compacted sequence compacts grades 7, 8, and High School Mathematics I into two years: “Accelerated 7th Grade” and “8th Grade Mathematics I.” Upon successfully completion of this pathway, students will be ready for Mathematics II in high school. While the K-7 CCSS effectively prepare students for algebra in 8th grade, some standards from 8th grade have been placed in the Accelerated 7th Grade course to make the 8th Grade courses more manageable.

¹ Source: http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf

Mathematics Courses:

MATHEMATICS	
MATH 6 (Core, Non-college preparatory)	MATH 7 (Core, Non-college preparatory)
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8 (Core, Non-college preparatory)	MATH 7 (ACCELERATED) (Core, Non-college preparatory)
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the 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.	This course differs from the non-accelerated 7 th grade course in that it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th 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.
INTEGRATED MATHEMATICS I (8TH GRADE) (Core, College preparatory)	
The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course	

ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	
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Science

The school curriculum is based on the state framework and state standards following Next Generation Science Standards (NGSS). The NGSS framework is organized into four major domains: the physical sciences, the life sciences, the earth and space sciences, and engineering, technology and applications of science. 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 which provide more organizational development of the core idea.

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

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

Science Courses:

SCIENCE	
INTEGRATED SCIENCE 6 (Core, Non-college preparatory)	INTEGRATED SCIENCE 7 (Core, Non-college preparatory)
<p>The course of study for the sixth grade students is an integrated science curriculum. The course of study is in accordance with the Next Generation Science Standards. The course is 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. The major units of study for all grade six middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Exploring Earth ▪ Unit 2: Exploring Life ▪ Unit 3: Understanding Matter ▪ Unit 4: Understanding Energy 	<p>The course of study for the seventh grade students is an integrated science curriculum. The course of study is in accordance with the Next Generation Science Standards. The course is 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. The major units of study for all grade seven middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Motion and Energy ▪ Unit 2: Interactions of Matter ▪ Unit 3: Understanding the Universe ▪ Unit 4: Earth and Geological Changes ▪ Unit 5: Exploring Ecology ▪ Unit 6: Heredity and Human Body Systems
INTEGRATED SCIENCE 8 (Core, Non-college preparatory)	
<p>The course of study for the eighth grade students is an integrated science curriculum. The course of study is in accordance with the Next Generation Science Standards. The course is 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. The major units of study for all grade eight middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Biodiversity and Human Impacts ▪ Unit 2: History of the Earth ▪ Unit 3: Ecosystems, Molecules to Organisms ▪ Unit 4: Ecosystems continued, Biological Evolution: Unity and Diversity 	

English Language Arts

English Language Arts curriculum is literature-based with fluency practice in reading and writing. 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.

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

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

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

English Language Arts Courses:

ENGLISH LANGUAGE ARTS	
ENGLISH LANGUAGE ARTS 6 (Core, Non-college preparatory)	ENGLISH LANGUAGE ARTS 7 (Core, Non-college preparatory)
Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CCSS-based goal for all	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

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

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

History/Social Science

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

History/Social Science courses at MSA-Fremont 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 Studies¹, social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

History/Social Science Courses:

HISTORY/SOCIAL SCIENCE	
HISTORY/SOCIAL SCIENCE 6 (Core, Non-college preparatory)	HISTORY/SOCIAL SCIENCE 7 (Core, Non-college preparatory)
<p>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. The fundamental aspects of this period that students will study in this course include:</p> <ul style="list-style-type: none"> ▪ The movement of early humans across continents and their adaptations to the geography and climate of new regions. ▪ The rise of diverse civilizations, characterized by 	<p>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. We can identify several major changes that took place during medieval and early modern times.</p> <ul style="list-style-type: none"> ▪ Long-term growth, despite some temporary dips, in the world's population, beyond any level reached in ancient times. ▪ A great increase in agricultural and city-dwelling populations in the world compared to hunters and gatherers, whose numbers steadily declined. ▪ Technological advances that gave humans power to produce greater amounts of food and manufactures, allowing global population to

¹ Source: <http://www.ncss.or/positions/powerful>

<p>economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing.</p> <ul style="list-style-type: none"> ▪ The growth of urban societies as well as links with one another through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas. ▪ The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law). ▪ The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism, Christianity), and changes in societies (social class divisions, slavery, divisions of labor between men and women). <p>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.</p>	<p>keep rising.</p> <ul style="list-style-type: none"> ▪ Expansion of long-distance commercial, technological, and cultural exchanges. By the first millennium BCE, these networks spanned most of Afroeurasia, which encompassed the combined land masses and adjacent islands of Africa and Eurasia. In the Americas, the largest networks were in Middle America and the Andes region of South America. After 1500 CE, a global network of intercommunication emerged. ▪ The rise of more numerous and powerful kingdoms and empires, especially after 1450 CE, when gunpowder weapons became available to rulers. ▪ Increasing human impact on the natural and physical environment, including new transport technology that allowed the diffusion of plants, animals, and microorganisms to parts of the world where they had previously been unknown. <p>The chronology may be divided into four major periods to help teachers and students to make sense of the flow of significant changes in world history. Students may 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.</p>
<p>HISTORY/SOCIAL SCIENCE 8 (Core, Non-college preparatory)</p>	
<p>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 will 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 will 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 will also explore the geography of place,</p>	

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.	
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Additional Programs

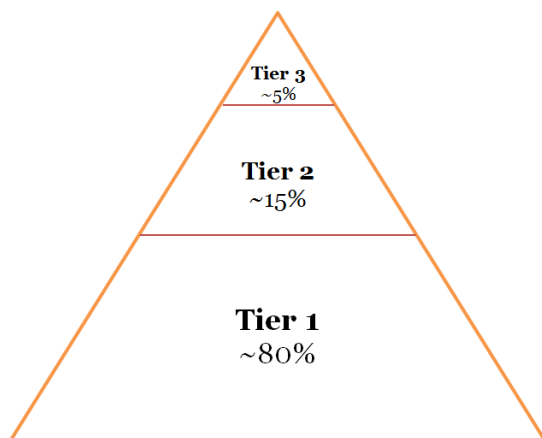
In addition to the above core curriculum, MSA-Fremont will offer programs (courses and/or clubs) in the areas of, including, but not limited to, Intervention, Languages other than English, Visual and Performing Arts, Computers and Technology, and Physical Education. The standards for these courses include the National Standards for Learning Languages for the languages other than English, National Core Arts Standards, and Physical Education Model Content Standards for California Public Schools.

Early Intervention

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

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

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



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

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

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

A small percentage of students will require additional support beyond the Tier 2 intervention and will be eligible for Tier

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

MSA-Fremont intervention model implements a flexible intervention model

MSA-Fremont’s intervention model that is written in to the schedule for the MSA-Fremont program is a flexible intervention that can be used with a variety of curriculum and varying schedules. The principal idea in the intervention period is that a school intentionally builds consistent math and ELA intervention time into the entire school schedule.

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

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

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

Intervention Courses:

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

Language Other Than English

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

Language Other Than English Courses:

LANGUAGE OTHER THAN ENGLISH	
SPANISH (Core, College preparatory)	WORLD LANGUAGE (Core, College preparatory)
<p>This series of courses is designed to teach students about the language and culture of the Spanish and Latin American people. Beginning Spanish (6th grade) emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate Spanish (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish (8th grades) enables students to grow their skills and depth of knowledge further. All three levels of Spanish teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The Spanish classes use the Realidades series of textbooks. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.¹</p>	<p>This series of courses is designed to teach students about the world language and culture of the people where the world language is spoken. Beginning World Language (6th grade) course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate World Language (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced World Language (8th grades) enables students to grow their skills and depth of knowledge further. All three levels of the world language teach students to appreciate the world culture by acquainting students with art, literature, customs, and history of the people who speak the world language. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.²</p>

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

² <http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf>

Visual & Performing Arts

In grades 6 through 8, students will be offered Visual & Performing Arts courses as elective depending on student needs/demands and availability of teachers and resources.

Visual & Performing Arts Courses:

VISUAL & PERFORMING ARTS	
FUNDAMENTALS OF ART (Core, Non-college preparatory)	INTRODUCTION TO MUSIC (Core, Non-college preparatory)
This is a basic course in the fundamentals of art expression. The instruction for this course is guided by the California Visual and Performing Arts Standards ¹ . 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.	This is a basic course in music. The instruction for this course is guided by the California Visual and Performing Arts Standards ² . In this course students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses. Students also apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.
THEATRE/PLAY PRODUCTION (Core, Non-college preparatory)	
This is a basic course in theatre. The instruction for this course is guided by the California Visual and Performing Arts Standards ³ . In this course students observe their environment and respond, using the elements of theatre.	

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

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

In grades 6 through 8, students will be offered Physical Education courses as elective depending on student needs/demands and availability of teachers and resources.

Physical Education Course:

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

Advanced Math Program

In grades 6 through 8, students are offered Advanced Math courses as an after school club.

Advanced Math Course:

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

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

Life Skills Program

In grades 6 through 8, students will be offered Life Skills courses for one hour a week.

Life Skills course:

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

Sustained Silent Reading (SSR) Program

In grades 6 through 8, students will be offered Sustained Silent Reading (SSR) program for 30 minutes a day, every day.

Sustained Silent Reading (SSR) Program:

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

Computers & Technology

As explained in Section 1.4, MSA-Fremont will implement computer literacy and computer science programs. In grades 6 through 8, students will be offered Computers & Technology courses as elective.

COMPUTERS & TECHNOLOGY

COMPUTER SCIENCE & TECHNOLOGY CURRICULUM (Non-core, College preparatory)

Computer Technology Curriculum covers the technology skills that are essential for a 4-year S&E major and the basic skills that lead to various IT related careers. The curriculum not only covers the technology skills but also integrates them with Math, Science, English, and History/Social Science through hands-on activities.

Majority of students –especially from minority backgrounds- start 6th grade with almost no significant technology skills. As they progress into 8th grade and high school, they gain autonomy in choosing and advancing in the right tools for their projects. The 8th grade curriculum briefly introduces the topics that are taught at high school level through entry-level projects.

In addition, our Advanced Math Program offers in-depth advanced algorithms and programming studies for more interested and high achieving/gifted students. The Advanced Math program inspires students to pursue graduate studies in Computer Science as well as other S&E areas since through this unique program students already master most undergraduate-level computer science topics in high school and start taking advanced level or masters courses even in the beginning of their college education.

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

<u>Recommended Grade</u>	<u>Level</u>
▪ K-6	Level 1 - Computer Science and Me
▪ 6-9	Level 2 - Computer Science and Community
▪ 9-12	Level 3a - Computer Science in the Modern World
	Level 3b – Concepts and Practices
	Level 3c – Topics in Computer Science

Design

Level 1 (Grades K–6) Computer Science and Me: Elementary school students are introduced to foundational concepts in computer science by integrating basic skills in technology with simple ideas about computational thinking. The learning experiences created from these standards will be inspiring and engaging, helping students see computing as an important part of their world. They will be designed with a focus on active learning, creativity, and exploration and will often be embedded within other curricular areas such as social science, language arts, mathematics, and science.

Level 2 (Grades 6–9) Computer Science and Community: Middle school students begin using computational

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

Level 3 (Grades 9–12) Applying concepts and creating real world solutions: Level 3 is divided into three discrete courses, each of which focuses on different facets of computer science as a discipline. Throughout these courses, students can master more advanced computer science concepts and apply those concepts to develop virtual and real-world artifacts. The learning experiences created from these standards will focus on the exploration of real-world problems and the application of computational thinking to the development of solutions. They will be designed with a focus on collaborative learning, project management, and effective communication.

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

The following summarizes the Computer Science curriculum:

- Elementary school curriculum aims to introduce foundational concepts in computer science with a focus on active learning, creativity, and exploration embedded in core subject areas.
- Middle school curriculum aims to provide strong skills in computer literacy and fundamentals of computational thinking. Programming and Discrete Math topics are infused into the curriculum. Programming topics will be more intense in the 6th and 7th grades.
- 8th grade curriculum serves a transition between middle school and high school. Hence, 8th grade topics focus on the conceptual understanding of high school electives.
- High school curriculum is composed of elective courses and AP Computer Science course. MSA-Fremont will provide the following elective course packages:
 - Computer Literacy
 - Computer Programming
 - Robotics
 - Web Design
 - Digital Art
 - AP Computer Science A

1.6.3 High School Curriculum

One of the cornerstones of MSA-Fremont's academic vision is the understanding that science is a central factor in understanding the world. Science has the power to help students discover interesting and exciting facts about the world and also about themselves. As a college-preparatory school, MSA-Fremont considers the various factors that lead to post-secondary success. Two reliable predictors are high school achievement in advanced science and math courses and writing ability.

High school curriculum will offer courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma.

Graduation Requirements

MSA-Fremont believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MSA-Fremont meets and exceeds the admission requirements of all four-year universities including University of California.

Every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. Each high school course at MPS is semester based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

The table on the following pages lists courses required in order to graduate from MSA-Fremont. MSA-Fremont offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements.

MSA-Fremont math requirements are threefold:

- Credit requirements: MSA-Fremont requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.
- Year requirements: MSA-Fremont requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics I in seventh grade, Mathematics II in eighth grade, and Mathematics III in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- Course requirements: Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

MSA-Fremont encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements to participate in the Graduation Ceremony.

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of “C” or better and that all high school students will pass all required courses and electives with a grade of “C” or better to graduate in 4 years with a minimum of 210 credits. When students need extra help and do not succeed, the following supports are provided for all students in need including all subgroups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and/or Math
- Tutoring After School or Saturdays
- Students not completing graduation requirements by the end of the summer following their 4th year are welcomed to attend a 5th year or until requirements are met.

Table 3 – MSA-Fremont Graduation Requirements

Subject Area	Minimum Course Requirements	Sample Elective Courses*	STANDARD Diploma	ADVANCED Diploma	HONORS Diploma
(a) History/Social Science	Three years, including World History US History American Government and Civics (1/2) Economics (1/2)	Sociology AP Psychology AP World History AP US History AP US Government & Politics	30	30	30
(b) English	Four years of approved courses English 9 English 10 English 11 English 12	Creative Writing Journalism Public Speaking AP English Language and Composition AP English Literature and Composition	40	40	40
(c) Mathematics	Three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry. Integrated math courses fulfill this requirement. <i>(Four years recommended)</i>	Trigonometry Probability and Statistics Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology Chemistry Physics <i>(Three years recommended)</i>	Earth Science Environmental Science Marine Biology AP Biology AP Chemistry AP Physics B AP Physics C	20	30	40
(e) Language Other Than English	Two years in same language required. <i>(Three years recommended)</i>	Spanish-1, Spanish-2, Spanish-3, Spanish-4, AP Spanish Language, Other world languages offered by the School	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art	Art Drama Multimedia Music Photography Web Design & Graphic Arts	10	10	10
(g) Electives*	20 or 30 credits of electives required depending on diploma type.	Additional courses in History/Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts and Computers & Technology	30	30	20

Physical Education	Two years required.		20	20	20
Computers & Technology	One year required.	3-D Modeling Advanced Office Computer Aided Design Computer Literacy-1 Computer Literacy-2 Desktop Publishing Digital Arts Introduction to Engineering Design Introduction to Programming Pre-AP Computers Principles of Engineering Robotics Web Authoring AP Computer Science A	10	10	10
Total Required Credits			210	230	240
AP Course / College Credit Requirements	AP * or college courses can be taken to meet minimum course requirements or as elective.		N/A	20	40
Other Requirements	California High School Exit Exam				
	Minimum Cumulative GPA		2.00	3.25	3.50
	Required Service Learning Hours		N/A	40 hrs.	40 hrs.

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

High School Courses

MSA-Fremont's high school curriculum meets all California State Minimum Course Requirements for high school graduation and the "a-g" requirements of the University of California system.

A. History/Social Science

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

History/Social Science Courses:

HISTORY/SOCIAL SCIENCE	
WORLD HISTORY A/B (Core, College preparatory)	U.S. HISTORY A/B (Core, College preparatory)
This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.	This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.
AMERICAN GOVERNMENT (Core, College preparatory)	AP WORLD HISTORY A/B (Core, College preparatory)
Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.	AP World History course is designed for students to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed,

	forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.
AP U.S. HISTORY A/B (Core, College preparatory)	AP GOVERNMENT AND POLITICS: COMPARATIVE A/B (Core, College preparatory)
This course provides students with the analytical skills and factual knowledge necessary to understand the course of United States history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past.	This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.
AP GOVERNMENT AND POLITICS: UNITED STATES A/B (Core, College preparatory)	
This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.	

B. English

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

English Courses:

ENGLISH	
ENGLISH 9 A/B (Core, College preparatory)	ENGLISH 10 A/B (Core, College preparatory)
English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.	English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.
ENGLISH 11 A/B (Core, College preparatory)	ENGLISH 12 A/B (Core, College preparatory)
English 11 courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.	English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.
AP ENGLISH LANGUAGE AND COMPOSITION A/B (Core, College preparatory)	AP ENGLISH LITERATURE AND COMPOSITION A/B (Core, College preparatory)
This course is designed to parallel college-level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics.	This course is designed to parallel college-level English courses. It enables students to develop critical standards for evaluating literature. Students study the language, character, actions, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).
ENGLISH LANGUAGE DEVELOPMENT A/B (Core, 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.	

C. Mathematics

Students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Mathematics Courses:

MATHEMATICS	
INTEGRATED MATHEMATICS I A/B (Core, College preparatory)	INTEGRATED MATHEMATICS II A/B (Core, College preparatory)
The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
INTEGRATED MATHEMATICS III A/B (Core, College preparatory)	INTEGRATED MATHEMATICS IV A/B (Core, College preparatory)
It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. ³ They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with	This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.

<p>functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p>	
<p>AP STATISTICS A/B (Core, College preparatory)</p>	<p>AP CALCULUS AB A/B (Core, College preparatory)</p>
<p>This is a college-level course that covers the following topics: exploring data; planning a study (deciding what and how to measure); anticipating patterns (introducing probability and simulation); and statistical inference. Mastery of the course content gives students the background to succeed in the Advanced Placement examination in this subject.</p>	<p>This is a course that provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. The course introduces calculus and includes the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, derivative theorems, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including anti derivatives and the definite integral).</p>

D. Laboratory Science

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

Laboratory Science Courses:

LABORATORY SCIENCE	
PHYSICS A/B (Core, College preparatory)	BIOLOGY A/B (Core, College preparatory)
The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure.	Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments.
CHEMISTRY A/B (Core, College preparatory)	MARINE BIOLOGY A/B (Core, College preparatory)
This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles.	This Marine Biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system.
AP PHYSICS B A/B (Core, College preparatory)	AP BIOLOGY A/B (Core, College preparatory)
This course parallels a non-calculus college-level physics. The course is described in the AP Physics B syllabus. The instructor is expected to follow and complete the syllabus.	This course is typically taken after a year of high school biology and chemistry. The course parallels a college-level introductory biology course. The course is described in the AP Biology syllabus. The instructor is expected to follow and complete the syllabus.
AP CHEMISTRY A/B (Core, College preparatory)	AP ENVIRONMENTAL SCIENCE A/B (Core, College preparatory)

<p>This course parallels a college-level chemistry course. AP Chemistry usually follows high school chemistry and second year algebra. The course is described in the AP Chemistry syllabus. The instructor is expected to follow and complete the syllabus.</p>	<p>This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.</p>
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E. Language Other Than English

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

Language Other Than English Courses:

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

F. Visual & Performing Arts

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

Visual & Performing Arts Courses:

VISUAL & PERFORMING ARTS	
ART A/B (Core, College preparatory)	DIGITAL ART A/B (Core, College preparatory)
This course covers the organization of art elements and principles and provides study of their application in two- and three-dimensional problems. Students analyze and use design principles in works of art from art history and many world cultures. Students learn to critique their work and the work of others and become more aware of design in their environment.	This course helps students develop aesthetic criteria in order to create graphic art imagery using a microcomputer. The course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication. Students use the computer and digital tools to apply or formulate programs to communicate creative visual ideas, including animation, game production, and artistic aspects of Web site design. This course may also include aspects of the Cinematography/Artistic Videos course. Students study artists who practice these art forms and learn and practice critiques of these art forms.
PHOTOGRAPHY A/B (Core, College preparatory)	MUSIC APPRECIATION A/B (Core, College preparatory)
This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn photographic techniques that may incorporate both traditional and contemporary (digital and multimedia technologies) traditions. They also participate in critiques and study the history of photography as a fine art, as well as the artists who use the medium of photography.	This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.
HISTORY/APPRECIATION OF THEATER ARTS/FILM A/B (Core, College preparatory)	THEATRE/PLAY PRODUCTION A/B (Core, College preparatory)
This course is for students who desire knowledge in the history of drama, plays, theater, and writers. The course may include the study of outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.	This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.

G. Electives

Students are required to take at least six semesters of electives for a standard diploma. The electives will be offered in the areas of Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, and Computers & Technology.

Elective Courses:

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

<p>interestingly. The course improves students' use of grammar, spelling, punctuation, sentence and paragraph form, style, and structure and offers basic training in techniques of interviewing and news writing. It fosters a critical attitude toward news and develops the ability to evaluate the worth of publications through wide and intelligent readings of newspapers and periodicals.</p>	<p>arrangement of material, transitions, and rhetorical effect. Activities include preparation and practice in making short speeches to inform, convince, stimulate, actuate, and/or entertain. The course may include instruction in parliamentary procedure, discussion, debate, and oral interpretation.</p>
<p>COLLEGE READINESS 11 A/B (Non-core, Non-college preparatory)</p>	<p>COLLEGE READINESS 12 A/B (Non-core, Non-college preparatory)</p>
<p>The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.</p>	<p>The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.</p>

H. Physical Education

Students are required to take two years of Physical Education courses before graduation unless exempted pursuant to the provisions of the related Education Code.

Physical Education Courses:

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

I. Computers & Technology

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

Computers & Technology Courses:

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

<p>robotic devices; the types of robotic devices used in industry and their component makeup; computer control systems and robot computer language programming; troubleshooting techniques, especially for servomechanisms, microprocessors, and computer operation; and the integration of these devices and factors into a total manufacturing system.</p>	<p>organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.</p>
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Advisory Program

In grades 9 through 12, students are offered an Advisory program for one-half hour a day, every day.

Advisory Program:

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

Community Service

MSA-Fremont students will engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for others. Students will be required to earn 40 hours (or the equivalent of 10 hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

1.6.4 Textbooks, Instructional Materials, and Technology

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

Math: McGraw Hill, My Math (K-5); Glencoe, CA Math (6-8); McGraw Hill (9-12); *Enrichment/Intervention:* McGraw Hill, Building Blocks (K-2), ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, EngageNY; Renaissance Learning Accelerated Math Program, Study Island Program, Khan Academy, Triumph Learning Common Core Support Coach

Science: McGraw Hill, Inspire Science (K-5); McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Chemistry (9-12); *Enrichment/Intervention:* FOSS (Full Option Science System)

English Language Arts/ELD: McGraw Hill, Wonders (K-5); McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Reach (K-5), Inside (6-8), Edge (9-12); *Enrichment/Intervention:* McGraw Hill, Wonders Intervention (K-5), McGraw Hill, FLEX Literacy (3-12), Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, Rosetta Stone, BrainPOP ESL

Social Science: McGraw Hill, Networks (K-12); *Enrichment/Intervention:* Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

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

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

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

1.6.5 Communication to Parents and Students regarding the Transferability of Courses

WASC Accreditation

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

- School principal will contact the WASC and schedule the initial visit.
- School principal will complete the necessary modifications mentioned in the initial visit report and prepare for the self-study.
- The Charter School will review the visiting committee report and begin the follow-up process to prepare for the self-study.
- The self-study visit will be scheduled no later than three years after the initial visit.
- Self-study preparation will begin no later than 18 months before the self-study visit by the participation of all school staff.
- MSA-Fremont will conduct school planning with a view to meeting the WASC standards outlined in five categories: Organization, Standards-Based Student Learning: Curriculum, Standards-Based Student Learning: Instruction, Standards-Based Student Learning: Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth.
- In the interim before the school is accredited by WASC, the school will inform parents and students through the school website, recruitment meetings, marketing materials, orientation sessions, and/or the student handbook that the courses taken at the school may be at risk of not transferring to another institution.
- After the official accreditation is obtained, parents will be informed through similar methods that students' course credits are transferable to neighboring public schools.

Transferability of Courses

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

1.6.6 Transitional Kindergarten (TK)

Charter School shall comply with all applicable requirements regarding Transitional Kindergarten (TK). TK is the first year of a two-year Kindergarten program. The goal of TK is to ensure students are ultimately prepared to meet the standards for Kindergarten at the end of their two year program. This will be accomplished through an emphasis on developing oral language skills and providing integrated experiences in language and literacy, mathematics, physical development, the arts, science, social studies, and English Language Development. TK will use the same core curriculum and materials as the traditional Kindergarten program, with curricular modifications and developmentally appropriate practices as needed.

1.6.7 Academic Calendar and Schedules

The Charter School will announce its annual calendar before the beginning of each instructional year. Following are sample schedules and the instructional calendar of MSA-Fremont for the 2017-18 school year.

Academic Calendar

	2017-18 Draft Calendar
7/26-28	Administrative Team Training
8/1-11	Summer In-service for Teachers
8/12	Student/Parent Orientation
8/15	First Day of School
9/4	Labor Day – No School
11/10	Veterans Day – No School
11/20-24	Thanksgiving Break – No School
12/15	End of First Semester
12/18-1/5	Winter Break
1/8	First Day of Second Semester
1/15	ML King Day – No School
2/19	Presidents' Day – No School
3/30	Cesar Chavez Day – No School
4/9-13	Spring Break
5/28	Memorial Day
6/15	Last Day of School

Bell Schedule / Sample Class Schedule

Table 1. Sample Middle School Regular Day Schedule

MIDDLE SCHOOL			6	7	8
1st Period	8:00 AM	8:56 AM	English Language Arts 6	English Language Arts 7	English Language Arts 8
2nd Period	9:00 AM	9:56 AM	Gr. 6 Math – Common Core OR Math 6 Accelerated	Gr. 7 Math – Common Core OR Math 7 Accelerated	Gr. 8 Math – Common Core OR Integrated Math 1
3rd Period	10:00 AM	10:56 AM	History-Social Science 6	History-Social Science 7	History-Social Science 8
LUNCH	11:00 AM	11:28 AM	LUNCH	LUNCH	LUNCH
SSR (Reading)	11:32 AM	12:00 PM	SSR	SSR	SSR
4th Period	12:04 PM	1:00 PM	Science 6	Science 7	Science 8
5th Period	1:04 PM	2:00 PM	Elective / Power English / Power Math / ELD	Elective / Power English / Power Math / ELD	Elective / Power English / Power Math / ELD
6th Period	2:04 PM	3:00 PM	Elective / Power English / Power Math / ELD	Elective / Power English / Power Math / ELD	Elective / Power English / Power Math / ELD
Academic Tutoring/ Clubs	3:10 PM	4:00 PM	TUTORING/CLUBS	TUTORING/CLUBS	TUTORING/CLUBS
After School Program	4:00 PM	6:00 PM	AFTER SCHOOL PROGRAM	AFTER SCHOOL PROGRAM	AFTER SCHOOL PROGRAM

Table 2. Sample High School Regular Day Schedule

HIGH SCHOOL			9	10	11	12
1st Period	8:00 AM	8:56 AM	English 9	English 10	English 11	English 12
2nd Period	9:00 AM	9:56 AM	Integrated Math 1 OR Integrated Math 2	Integrated Math 2 OR Integrated Math 3	Integrated Math 3 OR AP Statistics	Integrated Math 4 OR AP Statistics OR AP Calculus AB
3rd Period	10:00 AM	10:56 AM	Biology	Chemistry	Physics	Elective
ADVISORY	11:00 AM	11:28 AM	ADVISORY	ADVISORY	ADVISORY	ADVISORY
LUNCH	11:32 AM	12:00 PM	LUNCH	LUNCH	LUNCH	LUNCH
4th Period	12:04 PM	1:00 PM	Computer Technology	World History	U.S. History	American Government / Economics
5th Period	1:04 PM	2:00 PM	PE	PE	VPA	Elective
6th Period	2:04 PM	3:00 PM	Elective / Credit Recovery / Intervention / ELD	Elective / Credit Recovery / Intervention / ELD	Elective / Credit Recovery / Intervention / ELD	Elective / Credit Recovery / Intervention / ELD
Academic Tutoring/ Clubs	3:10 PM	4:00 PM	TUTORING/CLUBS	TUTORING/CLUBS	TUTORING/CLUBS	TUTORING/CLUBS
After School Program	4:00 PM	6:00 PM	AFTER SCHOOL PROGRAM	AFTER SCHOOL PROGRAM	AFTER SCHOOL PROGRAM	AFTER SCHOOL PROGRAM

Table 8. Shortened Day Bell Schedule

MIDDLE/HIGH SCHOOL		
1st Period	8:00 AM	8:45 AM
2nd Period	8:49 AM	9:34 AM
3rd Period	9:38 AM	10:23 AM
LUNCH	10:27 AM	10:55 AM
SSR (Reading) / ADVISORY	10:59 AM	11:27 AM
4th Period	11:31 AM	12:16 PM
5th Period	12:20 PM	1:05 PM
6th Period	1:09 PM	1:54 PM
After School Program	2:00 PM	4:00 PM

Table 9. Upper Elementary Regular Day Bell Schedule

Upper Elementary (3-5)		
Breakfast	8:00 AM	8:25 AM
Reading/Writing/ELA	8:30 AM	10:05 AM
Recess	10:05 AM	10:20 AM
Math	10:20 AM	12:05 PM
SSR (READING)	12:05 PM	12:30 PM
Lunch	12:30 PM	12:55 PM
Science/Social Studies	12:55 PM	1:40 PM
Specials/ELA-Math Intervention/ELD	1:40 PM	2:25 PM
Dismissal	2:25 PM	2:40 PM
Academic Tutoring/Clubs	2:40 PM	3:30 PM
After School	3:30 PM	6:00 PM

Table 10. Upper Elementary Shortened Day Bell Schedule

Upper Elementary (3-5)		
Breakfast	8:00 AM	8:25 AM
Reading/Writing/ELA	8:30 AM	9:15 AM
Recess	9:15 AM	9:30 AM
Math	9:30 AM	11:15 AM

SSR (READING)	11:15 PM	11:40 AM
Lunch	11:40 AM	12:05 PM
Science/Social Studies	12:05 PM	12:50 PM
Specials/ELA-Math Intervention/ELD	12:50 PM	1:35 PM
Dismissal	1:35 PM	1:50 PM
Academic Tutoring / Clubs / After School	1:50 PM	6:00 PM

Table 11. Lower Elementary Regular Day Bell Schedule

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

Table 12. Lower Elementary Shortened Day Bell Schedule

Lower Elementary (TK-2)		
Breakfast	8:00AM	8:25 AM
Reading/Writing/ELA	8:30 AM	9:30 AM
Recess	9:30 AM	9:50 AM
Math	9:50 AM	11:15 AM
Lunch	11:15 AM	11:40 AM
SSR (READING)	11:40 AM	12:05 PM
Specials/ELA-Math Intervention/ELD	12:05 PM	12:50 PM
Science/Social Studies	12:50 PM	1:35 PM
Dismissal	1:35 PM	1:50 PM
Academic Tutoring / Clubs / After School	1:50 PM	6:00 PM

Instructional Minutes

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

Following table shows calculation of the instructional minutes that will be offered at the Charter School for the 2017-18 school year.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	130	310	50	260	0	0	0	0	180	36000	53300	17300
1	Yes	130	310	50	260	0	0	0	0	180	50400	53300	2900
2	Yes	130	310	50	260	0	0	0	0	180	50400	53300	2900
3	Yes	130	315	50	265	0	0	0	0	180	50400	54200	3800
4	Yes	130	315	50	265	0	0	0	0	180	54000	54200	200
5	Yes	130	315	50	265	0	0	0	0	180	54000	54200	200
6	Yes	130	388	50	322	0	0	0	0	180	54000	66540	12540
7	Yes	130	388	50	322	0	0	0	0	180	54000	66540	12540
8	Yes	130	388	50	322	0	0	0	0	180	54000	66540	12540
9	Yes	130	388	50	322	0	0	0	0	180	64800	66540	1740
10	Yes	130	388	50	322	0	0	0	0	180	64800	66540	1740
11	Yes	130	388	50	322	0	0	0	0	180	64800	66540	1740
12	Yes	130	388	50	322	0	0	0	0	180	64800	66540	1740

1.7 PROFESSIONAL DEVELOPMENT

1.7.1 Staff Selection

Hiring Process and Schedule

The Board authorizes the CEO and the Home Office to handle human resources including hiring and firing the Principal and all MPS school personnel. The Principal establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant subject from MPS. The Chief Academic Officer from the Home Office joins the school-level hiring committee as needed. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and MPS' years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule will be used in the hiring process:

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

Background Checks

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

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

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

1.7.2 Ongoing Staff Development

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

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

Professional Learning Communities (PLCs)

MSA-Fremont will make use of PLCs to:

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

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

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

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

MPS Meetings

Executive Meetings

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

Principals Meeting

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

Deans of Academics Meeting

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

Deans of Students Meeting

All MPS Deans of Students and executive staff meet to discuss various school discipline issues including the school culture and the Get Ready for Life Program.

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

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

General Staff Meetings

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

Department Chair Meetings

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

Department Level Staff Meetings

All teachers will meet departmentally every month to:

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

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

Grade Chair Meetings

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

Grade Level Staff Meetings

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

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

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

Wrap up Meetings

MSA-Fremont staff will participate in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback will be addressed in the summer in-service program.

Summer in-service programs

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

Peer Observations

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

Formal Observations/Evaluations

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

Walkthroughs

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

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

Beginning Teacher Support and Assessment Program (BTSA)

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

Scheduled Professional Development (with Approximate Dates)

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

Other professional development programs that MSA-Fremont considers include:

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

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

Ongoing Professional Development Program for Special Education

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

The professional training in special education includes:

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

1.8 MEETING THE NEEDS OF ALL STUDENTS

1.8.1 English Learners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Implementation and Programs

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

Grades: TK-5

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI)	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 1 	Explicit ELD: Structured English language instruction throughout the day, both designated and integrated approaches

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

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

Grades: 6-12

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI) Program	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 1 (Beginning) ▪ CELDT Level 2 (Early Intermediate) 	Explicit ELD: Daily designated ELD instruction based on the new CA ELD Standards with appropriate text and supplementary materials <ul style="list-style-type: none"> ▪ For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD, ELD replaces grade-level core English Language Arts/English.* (2-3 periods per day) ▪ For all others, ELD is in addition to grade-level core English Language Arts/English. (1-2 periods per day) *For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year. Access to Core: Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE strategies and supplemental materials Electives: Mixed groups of EL, FEP, and E/O students Primary Language Support: Used only to motivate, clarify, direct, support, or explain
English Language Mainstream (ELM)	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 3 	Explicit ELD: Daily integrated and/or designated ELD instruction based on the new CA ELD standards (1 period

Program	(Intermediate) ▪ CELDT Level 4 (Early Advanced) ▪ CELDT Level 5 (Advanced)	minimum per day in addition to grade-level core English Language Arts/English) Access to Core: Differentiated instruction in ELA, math, social science and science delivered with SDAIE strategies and materials Electives: Mixed groups of EL, FEP, and E/O students Primary Language Support: Minimal, only as needed
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Structured English Immersion (SEI) Program: This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. Following are the components of this program:

Grades TK-5:

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

Grades 6-12:

- **Explicit ELD:** Daily structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
 - For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD, ELD replaces grade-level core English Language Arts/English.¹ ELD instruction will be provided 2-3 periods per day depending on

¹ *For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year.

student needs.

- For all others, ELD is in addition to grade-level core English Language Arts/English. ELD instruction will be provided 1-2 periods per day depending on student needs.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE strategies and supplemental materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used only to motivate, clarify, direct, support, or explain.
- Other:
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
 - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
 - After-school programs and tutoring
 - Collaborative learning experiences through club projects

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

Grades TK-5:

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

Grades 6-12:

- Explicit ELD: Daily structured ELD program will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental

materials.

- ELD is in addition to grade-level core English Language Arts/English. ELD instruction will be provided for a minimum of 1 period per day depending on student needs.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE strategies and materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
 - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
 - After-school programs and tutoring
 - Collaborative learning experiences through club projects

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

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

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

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

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

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.

- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies in order to determine the student’s level of comprehension. Structure questions to student’s level of language understanding.
- Remain in continuous contact with the students by walking around the room and observing student work and behavior.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- Write homework assignments on the board.

Class structure may be adjusted to help ELs:

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

Curriculum Resources

The Magnolia Public Schools Home Office (Home Office) works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Following are curricular resources for ELD: SRA/Imagine It! by McGraw-Hill (Grades K-5), English 3D by Scholastic (Grades: 6-12), Inside by National Geographic Learning, part of Cengage Learning (Grades: 6-9), Edge Reading, Writing, and Language Curriculum by Hampton Brown (Grades: 9-12), Rosetta Stone (Grades: K-12), BrainPOP ESL (Grades: K-12)

C. Monitoring Student Progress

Assessments: The CELDT will be used for the annual assessment of each student’s ELD level, along with scores on Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The CELDT scores, overall and subtest data, and Smarter Balanced ELA/Literacy test scores will be shared with all teachers and student performance will be closely monitored by the teachers and administrators throughout the year and over the years.

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

Using Assessment Results for Instruction

MAP tests are administered in the fall and spring of each academic year. MSA-Fremont generates reports from MAP that

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

Other Assessments

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

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

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

	Grades K-5	Grades 6-12
Annual CELDT Scores	Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing	
Basic Skills Assessment	<ul style="list-style-type: none"> ▪ Smarter Balanced ELA/Literacy score: This criterion is not applicable until cut scores are released by the State. (Grades 3-5) 	<ul style="list-style-type: none"> ▪ Smarter Balanced ELA/Literacy score: This criterion is not applicable until cut scores are released by the State. (Grades 6-8, 11)

	<p>OR</p> <ul style="list-style-type: none"> ▪ MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall score</th> <th>OR Winter/Spring score</th> </tr> </thead> <tbody> <tr> <td>2:</td> <td>168</td> <td>179</td> </tr> <tr> <td>3:</td> <td>181</td> <td>189</td> </tr> <tr> <td>4:</td> <td>183</td> <td>188</td> </tr> <tr> <td>5:</td> <td>192</td> <td>197</td> </tr> </tbody> </table> <p>*www.nwea.org</p>	Grade	Fall score	OR Winter/Spring score	2:	168	179	3:	181	189	4:	183	188	5:	192	197	<p>OR</p> <ul style="list-style-type: none"> ▪ MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall score</th> <th>OR Winter/Spring score</th> </tr> </thead> <tbody> <tr> <td>6:</td> <td>200</td> <td>203</td> </tr> <tr> <td>7:</td> <td>202</td> <td>205</td> </tr> <tr> <td>8:</td> <td>210</td> <td>212</td> </tr> <tr> <td>9-12:</td> <td colspan="2">220 in any testing season for that year</td> </tr> </tbody> </table> <p>*www.nwea.org</p>	Grade	Fall score	OR Winter/Spring score	6:	200	203	7:	202	205	8:	210	212	9-12:	220 in any testing season for that year	
Grade	Fall score	OR Winter/Spring score																														
2:	168	179																														
3:	181	189																														
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6:	200	203																														
7:	202	205																														
8:	210	212																														
9-12:	220 in any testing season for that year																															
<p>Teacher Evaluation</p>	<p>Classroom teacher and/or the Language Appraisal Team (teacher, administrator/designee, EL Coordinator, counselor, etc.) evaluates student performance and concurs with the recommendation to reclassify. A current passing grade in English Language Arts/English/ESL class is one criterion, but not a requirement for reclassification. The following multiple measures may also be considered: Score of Basic or higher on standards-based ELA assessments/final ELA exam, progress report/report card grades in equivalent ELA/ELD courses, prior CAASPP/CMA scores, and authentic student work samples, especially writing samples.</p>																															
<p>Parent Consultation and Notification</p>	<p>Parent/Guardian concurs with the recommendation to reclassify.</p>																															

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

D. Staff Qualifications & Professional Development

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

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

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE methodology to ensure

students are able to access grade level instruction and do not incur academic deficits while they learn English

- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their children's progress.

1.8.2 Gifted and Talented Students and Students Achieving Above Grade Level

MSA-Fremont will identify high-achieving, gifted, and talented students based on multiple measures, including but not limited to achievement test scores, grades, student performance or products, intelligence testing, parent, student, and/or teacher recommendation, and other appropriate measures. MSA-Fremont will contract for services to identify gifted and talented students. The parameters for designation will be in line with the District's GATE Identification policies.

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

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

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

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

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

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

1.8.3 Students Achieving Below Grade Level

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

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

To narrow the achievement gap for low-achieving students, specialized strategies will be implemented both during school hours and in the after-school program. At MSA-Fremont, low-achieving students will be given much needed individualized attention by their teachers and the school administration. The school will ask the parents for cooperation in offering motivational support to their children. Targeted English & Math intervention classes will be offered during elective periods to students who are not achieving at grade level. On an as-needed basis, a Academic Success Plan (ASP) will be prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such ASPs include subject-related readings, additional homework, and mandatory after-school tutoring.

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

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

Figure 3 – MSA-Fremont after school program structure

<p>Students in need of ELD support</p>	<p>→ ELD tutoring:</p>	<p>Computer-aided grammar, vocabulary, reading, writing, listening and speaking</p>
<p>Students in need of core class support</p>	<p>→ Tutoring program for core classes:</p>	<p>Mathematics, Science, English-Language Arts and History-Social Science</p>
<p>All students</p>	<p>→ After-school clubs:</p>	<p>Advanced Math, Science Olympiad/Cool Science, Computer, FIRST Lego League, Robotics, Yearbook, Congressional Award, World Languages, Sports, Student Council, Arts and Crafts, Homework, etc.</p>

1.8.4 Socio-Economically Disadvantaged/Low Income Students

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

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

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

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

Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Please also see section 1.4 "Instructional Design" and section 1.8.3 "Students Achieving Below Grade Level" for more information about how these programs will be beneficial to low-achieving and socio-economically disadvantaged students. The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students.

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

1.8.5 Students with Disabilities

Overview

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

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

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

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

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

Section 504 of the Rehabilitation Act

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

Charter School 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 the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified faculty member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and

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

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

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

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

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

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

Services for Students under the "IDEIA"

The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU") between the Charter School and the SELPA, delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be made available upon request.

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

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

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

Staffing

All special education services at the Charter School will be delivered by the district as we are a school of the district for special education. Charter School special education staff shall participate in SELPA in-service training relating to special education.

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Charter School shall obtain parent/guardian consent to assess the Charter School students.

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

Charter School understands that it shall represent itself at all SELPA meetings.

Funding

Charter School understands that it will be subject to the allocation plan of the SELPA.

1.9 “A TYPICAL DAY”

If prospective sixth grade students spent a day visiting MSA-Fremont, they would notice students on campus before school began, from about 7:30 a.m. to 7:55 a.m., – some having breakfast (as part of the federal meals program) and visiting with friends, others having breakfast and working on an assignment, perhaps with the help of an older student or an adult tutor. As it nears time for class to begin, i.e., 8 a.m., they would see students heading toward their classrooms.

These prospective students would observe enthusiasm in both the teachers and students. During a math lesson (or any other class), students may learn the subject through an online program or a classroom representation by the teacher. In the computer lab, they work on a core content course during their technology integration class focusing on applying technology skills to the current unit of study. For example, the science class is involved in a lab exploration that integrates inquiry-based questions. The teacher leads a class discussion to develop theories about the topic. The A+ Advanced Math class students are tackling math brain teasers in groups. Another group is conducting an electrolysis experiment and observing the production of hydrogen gas from water. Robotics class is working in teams designing, building, programming and testing their robots to evaluate whether the robots can accomplish the tasks they are designed for. Students are using STEM and writing skills in a hands-on project that reinforces their learning. They would see students were having fun as they learned.

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

When the prospective sixth graders walked by other classrooms, 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, and seventh graders conducting science experiments, demonstrating understanding of the scientific method.

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

- 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
- Students presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)

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

The after-school program is appealing. The prospective new students would see students staying after school, between 3:00 p.m. and 4:00 p.m., to participate in clubs, service learning projects, preparation for local, national and/or international competitions, and access to free tutoring by teachers, volunteers and advanced students. By the time the visiting students went home teachers were engaged in discussion with parents regarding the progress of their children and discussing cooperative strategies and action plans. And on shortened days, teachers participate in staff development meetings, from about 2:30 p.m. to 4 p.m., to discuss daily school operations and construct further improvement plans. Teachers share experiences and upcoming school wide projects are organized.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Measurable Goals of the Educational Program (State Priorities)

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

Student Learning Outcomes, Core Academic Skills, and Lifelong Learning and Interpersonal Skills

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

All students will be held accountable to the California State Standards and California Common Core State Standards and supported to achieve the MSA-Fremont student learning outcomes. In addition, MSA-Fremont expects its graduates to

have mastered all or part of the MPS core academic skills and lifelong learning and interpersonal skills. In Tables 2 & 3 below, you will find those skills, along with representative measurable outcomes and sample assessment tools.

Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important to tracking performance progress and provide key data about the efficacy of MSA-Fremont'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-Fremont will be held accountable by the MPS Board of Directors for meeting student outcome goals.

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

*Student Learning Outcomes**Table 1 – Student Learning Outcomes*

MSA-Fremont graduates will be:	
SCHOLARS who:	<ul style="list-style-type: none"> ▪ Think critically. ▪ Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning). ▪ Apply, analyze, identify, synthesize and evaluate information and experiences. ▪ Connect the skills and content learned across the curriculum and evaluate multiple points of view. ▪ Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem. ▪ Utilize problem-solving techniques during conflict resolution and to compromise.
INDEPENDENT SCHOLARS who:	<ul style="list-style-type: none"> ▪ Exhibit the ability to integrate technology as an effective tool in their daily lives. ▪ 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 feedback and adapt to change.
COMMUNITY FOCUSED CITIZENS who:	<ul style="list-style-type: none"> ▪ Embrace and respect cultural diversity through the understanding of our Global World. ▪ Demonstrate knowledge and understanding of American and World History and the values of different cultures. ▪ Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects. ▪ Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life. ▪ 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.

Core Academic Skills

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

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

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

Lifelong Learning and Interpersonal Skills

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

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

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

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

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

Table 4 – Performance Targets Aligned to State Priorities

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES					
MEASURABLE OUTCOMES ----- & ----- METHODS OF MEASUREMENT	PERFORMANCE TARGETS				
	2017-18	2018-19	2019-20	2020-21	2021-22

STATE PRIORITY #1: BASIC SERVICES					
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter ----- <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit 	100%	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials ----- <ul style="list-style-type: none"> ▪ Inventory of instructional materials ▪ CoolSIS purchase requests for instructional materials 	100%	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing ----- <ul style="list-style-type: none"> ▪ Monthly site inspection documents ▪ Annual facility inspection reports 	≥90%	≥90%	≥90%	≥90%	≥90%
Daily cleanliness spot checks	Daily	Daily	Daily	Daily	Daily

STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS					
Percentage of CCSS implementation for all students ----- <ul style="list-style-type: none"> ▪ Teacher curriculum maps and lesson plans 	100%	100%	100%	100%	100%
Percentage of EL students performing proficient on the Reading/ELA and math sections of the MAP test ----- <ul style="list-style-type: none"> ▪ MAP test reports 	5% increase from Fall 2017 to Spring 2018	5% increase from Fall 2018 to Spring 2019	5% increase from Fall 2019 to Spring 2020	5% increase from Fall 2020 to Spring 2021	5% increase from Fall 2021 to Spring 2022
Percentage of EL students who will attain English language proficiency as measured by the CELDT and/or ELPAC ----- <ul style="list-style-type: none"> ▪ CELDT and/or ELPAC reports 	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year

STATE PRIORITY #3: PARENTAL INVOLVEMENT

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

STATE PRIORITY #4: PUPIL ACHIEVEMENT

Proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and math on the CAASPP assessment system based on prior year data ----- ▪ CAASPP reports by CDE ▪ Interim assessment reports ▪ Intervention rosters	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth
For all subgroups, percentage of students performing proficient on the Reading/ELA and math sections of the MAP test ----- MAP test reports	5% increase from Fall 2017 to Spring 2018	5% increase from Fall 2018 to Spring 2019	5% increase from Fall 2019 to Spring 2020	5% increase from Fall 2020 to Spring 2021	5% increase from Fall 2021 to Spring 2022
API growth target for all students, including all numerically significant student subgroups, based on prior year data ----- ▪ API/AYP reports by CDE	Meet or exceed target	Meet or exceed target	Meet or exceed target	Meet or exceed target	Meet or exceed target
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program	N/A	N/A	N/A	N/A	N/A

requirements ----- <ul style="list-style-type: none"> ▪ Graduation reports ▪ CALPADS reports ▪ 4-year plans Class schedules and rosters 					
Percentage of ELs making annual progress in learning English as measured by the CELDT and/or ELPAC ----- CELDT and/or ELPAC reports	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year
Percentage of ELs reclassified to fluent English proficient (RFEP) ----- <ul style="list-style-type: none"> ▪ CELDT reports ▪ CALPADS records Reclassification documents 	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year	5% increase from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher ----- <ul style="list-style-type: none"> ▪ College Board reports ▪ 4-year plans ▪ AP class schedules and rosters 	N/A	N/A	N/A	N/A	N/A
Percentage of students who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness ----- <ul style="list-style-type: none"> ▪ EAP reports 	N/A	N/A	N/A	N/A	N/A

STATE PRIORITY #5: STUDENT ENGAGEMENT					
A) ADA rate ----- <ul style="list-style-type: none"> ▪ ADA reports 	≥95%	≥95%	≥95%	≥95%	≥95%
B) Chronic absenteeism rate ----- <ul style="list-style-type: none"> ▪ Daily attendance records 	≤1%	≤1%	≤1%	≤1%	≤1%
C) Middle school dropout rate ----- <ul style="list-style-type: none"> ▪ Enrollment records ▪ CDE records/CALPADS reports 	≤1%	≤1%	≤1%	≤1%	≤1%
D) High school dropout rate ----- <ul style="list-style-type: none"> ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports 	≤5%	≤5%	≤5%	≤5%	≤5%
E) Four-year cohort graduation rate ----- <ul style="list-style-type: none"> ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports 	N/A	N/A	N/A	N/A	N/A

STATE PRIORITY #6: SCHOOL CLIMATE					
A) Student suspension rate ----- <ul style="list-style-type: none"> ▪ Behavior incident reports via CoolSIS ▪ Suspension reports via CoolSIS, Welligent ▪ CDE records/CALPADS reports 	≤5%	≤5%	≤5%	≤5%	≤5%
B) Student expulsion rate ----- <ul style="list-style-type: none"> ▪ Behavior incident reports via CoolSIS ▪ CDE records/CALPADS reports 	≤1%	≤1%	≤1%	≤1%	≤1%
C) Approval rating on surveys of students, parents, and teachers on the sense of safety and school connectedness ----- <ul style="list-style-type: none"> ▪ Survey reports 	≥85%	≥85%	≥85%	≥85%	≥85%

STATE PRIORITY #7: COURSE ACCESS					
A) Percentage of students, including all subgroups, unduplicated students, and students with exceptional needs, who will have access to and enroll in all core subjects and electives available ----- <ul style="list-style-type: none"> ▪ Master schedule ▪ Student schedules 	100%	100%	100%	100%	100%

STATE PRIORITY #8: PUPIL OUTCOMES					
A) Percentage of students enrolled at the Charter School for a full academic year who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science) and electives ----- <ul style="list-style-type: none"> ▪ Grade reports via CoolSIS ▪ CAASPP/state standardized test reports by CDE ▪ Interim assessment reports ▪ Intervention rosters 	≥80%	≥80%	≥80%	≥80%	≥80%

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

The measures that will be used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Fremont will also use the Smarter Balanced Interim Assessments which 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 Assessments¹ 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-Fremont will administer both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction.

Computer adapted MAP testing will be utilized to measure student progress in the fall and spring of each year. As explained in section 1.4, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE's website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill's publisher's resources, Curriculum Associates' Ready Common Core program, and Accelerated Math programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/framework which have not been achieved.

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

DATA ANALYSIS AND REPORTING

As established in Elements 2&3, MSA-Fremont will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments will be aligned to the school's mission, exit outcomes and the curriculum. Results of these assessments will be used to facilitate continuous improvement of the programs offered at the school site. MSA-Fremont will use state-mandated tests to monitor each student's performance and academic growth. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will also help teachers evaluate students.

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

The results of CAASPP assessments, along with school-specific assessment data, will be used to evaluate progress. The school's staff, led by the Dean of Academics, department chairs, and intervention/enrichment coordinator, will collect, analyze and review the results of school-wide assessment and recommend modifications, if they are needed, to the school's curriculum and other programs at the end of every semester. Parents will be apprised of their students' progress

¹ <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

through quarterly report cards. The school will record grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-Fremont will have at least one computer on campus available for parent use.

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

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

CoolSIS: MPS' School Information System

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

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

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

In middle and high school, MSA-Fremont will follow a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP and approved college courses.

Elementary School Grade Promotion

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

Academic Grades:

1 = Standard Not Met, 2 = Standard Nearly Met, 3 = Standard Met, 4 = Standard Exceeded

Arts, Citizenship & Work/Study Skills Key:

S = Satisfactory, does consistently

N= Needs time, help and practice to improve

U= Unsatisfactory, more effort needed

ELD Grades:

1 = Emerging, 2 = Expanding, 3 = Bridging

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

- Grades K–2: Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be retained only if the teacher and parent are in agreement that retention is the best intervention to ensure student success.

Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests.

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

student being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) by May 1st of each school year informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

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

Middle School Grade Promotion

MSA-Fremont will follow a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors courses. In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations. To earn credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7).

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

Students who fail three or more core courses at the end of the year will not be promoted to the next grade. Eighth graders who are not being promoted will not be able to participate in eighth grade promotion activities. Students who fail one or two core courses can attend summer school at a public school or participate in the MPS Intensive Home Study Program (IHSP) to make up failed core courses during summer. Students who perform successfully at MPS IHSP will receive a passing grade of "C" as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If during the summer a student earns a passing grade for the failed core courses and have a recalculated GPA of at least 2.0, s/he may be promoted to the next grade.

High School Grade Promotion

MSA-Fremont will follow a standard scale to assign letter grades for semester work. Grading is based on a 4.0

(unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP and approved college courses. In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a “C” (=2.0) to earn credit for the course.

To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.)

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

Please refer to the Student/Parent handbook for more detailed information on grading and promotion.

Report Cards

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

Students will receive progress reports approximately every six weeks and a final report card at the end of each semester. Teachers will arrange a conference to discuss student progress with every parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MSA-Fremont. MPS' school information system, CoolSIS, provides 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. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can conference with teachers on an informal basis as needed, and on a formal basis at least twice a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

ELEMENT 4: GOVERNANCE

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter

Charter School shall ensure that governing board meeting agendas are posted in accordance with the Brown Act.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements,.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, and nonprofit integrity standards regarding ethics and conflicts of interest.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5,

section 4600 et seq.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

GOVERNANCE STRUCTURE

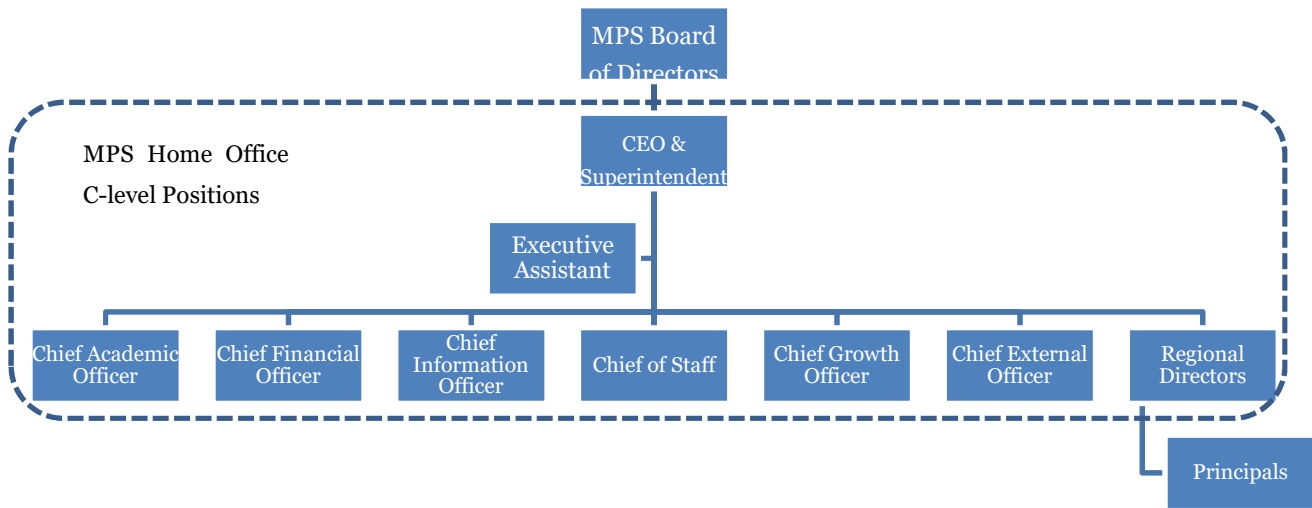
Nonprofit Public Benefit Corporation

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

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

Organizational Chart of MPS

Figure 1 - Organizational chart of MPS



MPS Board of Directors

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

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

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

- Assess its own performance;

The Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to the MPS Home Office (“Home Office”),” including input from school site administrators, any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Chief Executive Officer (CEO)

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

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

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

- Work with outside counsel to support the legal needs of the organization;
- Assist the Board in seeking donors of time, funds and resources in support of the schools;
- Manage any required facility acquisition, maintenance and renovation efforts;
- Perform other duties and responsibilities as are customary for the office of the CEO & Superintendent and as may be assigned from time to time by the Board.

Magnolia Public Schools Home Office (“Home Office”)

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

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

C-Level Positions at the Home Office

Following are the C-level positions at the Home Office that report to the CEO and Superintendent: Chief of Staff, Chief Academic Officer, Chief Financial Officer, Chief Information Officer, Chief Growth Officer, Chief External Officer, and Regional Directors. School principals report to the Regional Director. The CEO & Superintendent oversees hiring, supervision, professional development, evaluation and dismissal of all C-level positions at the Home Office. All the C-level positions report to the CEO & Superintendent.

Chief of Staff

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

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

Serve as primary thought partner to CEO

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

Work closely with members of the Magnolia Public Schools leadership team

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

Strengthen culture and communications

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

Liaison to various organizational leadership teams

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

Design and implement strategic planning processes across school instructional leadership teams

Manage several specific strategic initiatives each year, revised annually

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

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

Other projects and duties as assigned by the CEO

Chief Academic Officer (CAO)

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

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

- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.
- Determine and implement the MPS' academic priorities. Review assessment tools on a regular and on-going basis and analyze performance for effectiveness in improving student achievement.
- Assist the CEO in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as MPS expands to serve more students.
- Research and identify trends and needs, and establish program directions accordingly.
- Support leadership at schools to ensure high quality implementation of the educational design, including standards, assessments, instructional guidelines, and the school culture.
- Facilitate creative changes in educational programming, services, processes, and procedures.
- Assist school leaders in monitoring and evaluating effectiveness of programs as well as identifying appropriate program resources to ensure that curricula are student-focused and aligned with MPS' missions, core values, academic standards, and strategic goals.
- Coordinate strategies with leadership at schools to achieve desired organizational results in areas of parent satisfaction, student retention, graduation rates and satisfactory student progress.
- Assist school leaders in developing and managing the educational budget.
- Assure that curricula are aligned to national and state standards and help create curricula that allows for efficient and effective lesson planning.
- Regularly observe and evaluate student work through classroom walkthroughs and observations.
- Develop plans to help capitalize on individual leader strengths as well as plans to help them improve and address areas of potential growth with real time feedback.
- Facilitate collaboration among school leaders and school sites.
- Coordinate professional development programs, trainings, and workshops.

- Collaborate with school leaders on hiring and on-boarding of new teachers and staff when appropriate.
- Support school leaders on creating coherency in culture and routines within the school culture.

Chief Financial Officer (CFO)

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

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

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

within the Magnolia Public Schools

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

Chief Information Officer (CIO)

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

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

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

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

Chief Growth Officer (CGO)

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

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

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

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

Chief External Officer (CXO)

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

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

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

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

Regional Director

Reporting to the Chief Executive Officer (CEO), the Regional Director is responsible for managing and supporting the assessment of school needs and the design, implementation and evaluation of academic and business programs that facilitate the professional development and continuous learning of team members, particularly Principals and emerging leaders.

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

- Lead the design, development and implementation of programs, policies and strategies tailored to meet the schools needs and program goals.
- Support leadership at schools to manage school strategies and processes.
- Support leadership at schools to assess organizational development needs of school's units.
- Support leadership at schools to design and execute key programmatic elements of the academic process.
- Evaluate strategies and programs to measure the achievement of established goals.
- Assist with the provision of expert facilitation and coaching to supervisors and managers regarding school methods and tools. Manage the individual development planning process for Principals and emerging leaders.
- Support leadership at schools to lead short- and long-term planning.
- Prepare budgetary recommendations that meet departmental goals and provide for effective management of

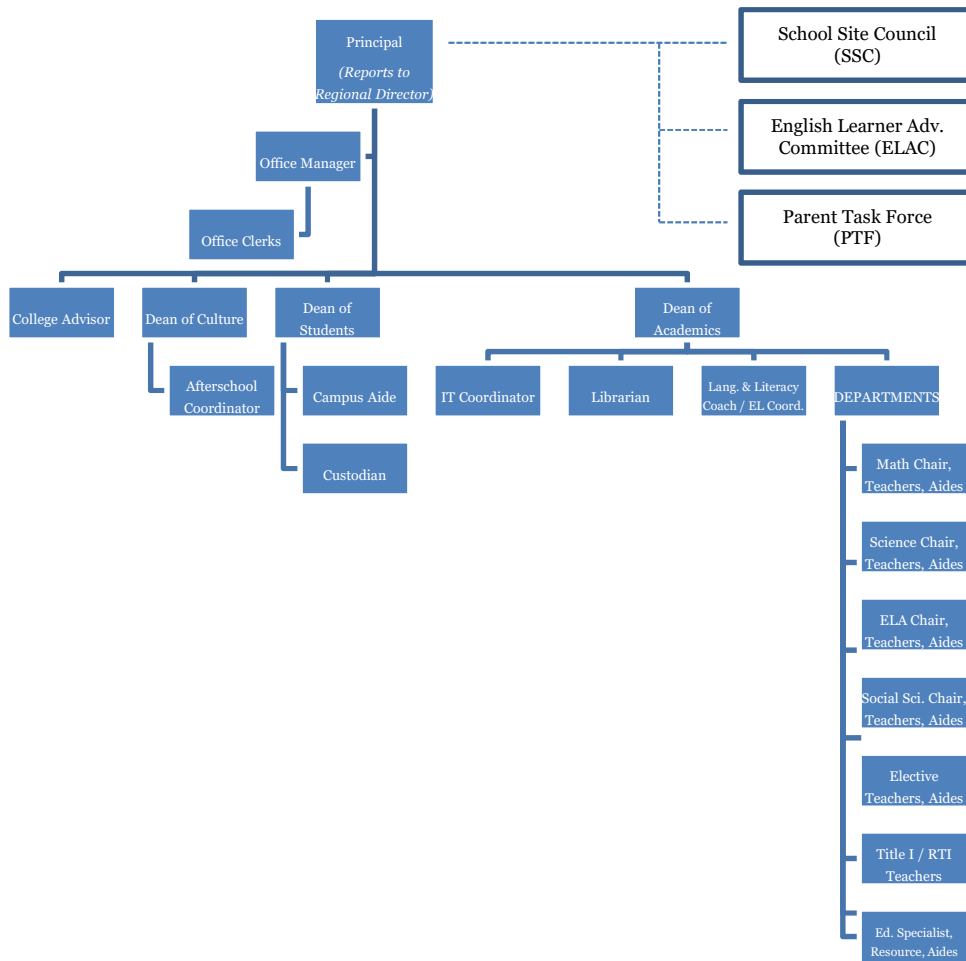
resources.

- Assist in creation of growth strategy for the organization.
- Drive relationships with external customers.
- Ensure compliance for all school sites in regards to District, County, State and Federal rules, codes, laws and mandates.
- Create regional staffing strategies.
- Model and promote MPS core values and the Professional Code of Conduct.
- Support leadership at schools to ensure MPS goals of academic growth, making educational impact in the community, and continuous organizational development.
- Support the development of MPS brand and reputation.
- Forge and maintain key strategic relationships in the region.
- Solution plan with the Home Office executives, directors and school Principals.
- Contribute to the training of new administrators.
- Contribute to improvements to the existing academic services provided at schools and the identification-introduction of new ones.
- Assist in the creation of student recruitment and retention strategies.
- Ensure schools are managing budget and adhering to financial guidelines.

Organizational Chart of MSA-Fremont

Please see the following figure for the organizational chart of the Charter School when it operates at full capacity. The number of deans, teachers, and support staff are determined based on projected student enrollment. In the initial years when the Charter School does not have three deans, the Principal will assign delineated dean responsibilities and duties among the available dean(s), teachers, and support staff. Please see the attached budget for annual staffing projections.

Figure 2 - Organizational chart of MSA-Fremont



Principal

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

Dean of Academics

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

Dean of Students

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

Dean of Culture

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

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

School Site Council (SSC)

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

The SSC will:

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

The SSC consists of:

Category (a):

- The principal

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

Category (b):

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

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

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

English Learner Advisory Committee (ELAC)

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

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

The ELAC will:

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

ELAC composition:

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

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Board

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

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

Selection

All directors shall be designated by the existing Board of Directors. No current employees of the Corporation may serve on the Board of Directors. The Board President shall appoint a committee to designate qualified candidates for election to the Board of Directors. The Board will promote and utilize an open process prescribed in the bylaws and Board policies to appoint new members to ensure broad representation of the communities served by MPS. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee.

GOVERNANCE PROCEDURES AND OPERATIONS

Board Meetings

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

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

Committees

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

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

Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board's actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by the Board's resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Quorum

A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of

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

Board Action/Voting

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

Abstention

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

Teleconferencing

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

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

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

¹ Cal. Gov. Code §54954(b)

STAKEHOLDER INVOLVEMENT

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

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

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

Parent Representation

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

Parent Task Force (PTF)

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

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

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

Other opportunities for parental involvement include:

- The PTF will meet regularly and advise the SSC.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers will meet throughout the year to monitor students' progress.
- Parents will complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-Fremont.
- There are various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. Parents will be encouraged to contribute their time to volunteer at the school.
- Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.
- Parents have the opportunity to attend periodic activities for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

Parent-Student-Teacher Cooperation

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

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

Student-Teacher Status Portal

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

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

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

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

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

Principal

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

Skills and Qualifications for the Principal:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences)
- At least three years of experience in teaching required
- Administrative credential preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data

- Exceptional organizational, communication, public relations, and interpersonal skills.

Principal's Responsibilities and Duties:

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

Dean of Academics

Skills and Qualifications for the Dean of Academics:

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

Dean of Academics' Responsibilities and Duties:

Academic Program

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

Student Performance

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

School Improvement

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

Personnel Management

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

- Aid in safety drill practices and inspections.

Staff Development

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

Dean of Students

Skills and Qualifications for the Dean of Students:

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

Dean of Students' Responsibilities and Duties:

Student Management

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

Supervision

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

Discipline

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

Support Services

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

Dean of Culture

Skills and Qualifications for the Dean of Culture:

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

Dean of Culture's Responsibilities and Duties:

School Culture/Improvement

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

Parental/Community Involvement

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

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

Teachers

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

Skills and Qualifications:

- BA or BS (as appropriate) degree
- Teaching Credential, certificate, permit or other documentation required by laws and regulations as they apply to charter schools.
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

Teacher's Responsibilities and Duties:

Instructional Strategies

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

Growth and Development

- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success

- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

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

Communication

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

Other

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

Special Education Teacher

The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary. As a school of the District, Charter School shall follow the District requirements for skills and qualifications; however, if Charter School were to join another SELPA, it would implement the following:

Skills and Qualifications:

- B.A. or B.S. degree
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction
- Teacher Credential certificate, permit or other documentation required by laws and regulations as they apply to charter schools.

*Special Education Teacher's Responsibilities and Duties:**Instructional Strategies*

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

Growth and Development

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

Classroom Management and Organization

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

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members

- Present information accurately through clear communication skills

Other

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

Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the principal. As a school of the District, Charter School shall follow the District requirements for skills and qualifications; however, if Charter School were to join another SELPA, it would implement the following:

Skills and Qualifications:

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

Special Education Aide's Responsibilities and Duties:

Instructional Support

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

Student Management

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

emotional needs

- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

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

Substitute Teachers and Tutors

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

Office Personnel

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

Skills and Qualifications:

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

Responsibilities and Duties:

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

QUALIFICATIONS AND EVALUATIONS

Charter School shall comply with the Title I paraprofessional requirements¹ as defined by the ESEA:

Title I paraprofessionals whose duties include instructional support must have:

1. High school diploma or the equivalent, **and**
2. Two years of college (48 units), **or**
3. A. A. degree (or higher), **or**
4. Pass a local assessment of knowledge and skills in assisting in instruction.

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

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions do not have to meet these requirements.

Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection. Appropriate records of credentials held by MSA-Fremont teachers and supporting documentation will be monitored and maintained by the Principal at the school site and Human Resources at the MPS Home Office. Credentials will be monitored annually in compliance with state and federal law.

Background Checks

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

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

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

Skills

MSA-Fremont teachers will be required and expected to:

- Pass TB and Department of Justice background clearances
- Abide by the MPS Employee Handbook

¹ <http://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp>

- Have understanding of subjects assigned
- Have knowledge of curriculum and instruction
- Have capability of instructing students and managing their behavior
- Have exceptional organizational, communication and interpersonal skills
- Be proficient in the use of computers, including but not limited to technology skills to handle MPS' blended learning expectations, word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media
- Demonstrate strong classroom management skills

Evaluation of the School Personnel

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

Principal

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

- **Standard 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION**
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
- **Standard 2: INSTRUCTIONAL LEADERSHIP**
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
- **Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT**
Education leaders manage the organization to cultivate a safe and productive learning and working environment.
- **Standard 4: FAMILY AND COMMUNITY ENGAGEMENT**
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
- **Standard 5: ETHICS AND INTEGRITY**
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
- **Standard 6: EXTERNAL CONTEXT AND POLICY**
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Teachers

The Principal will evaluate teachers in the following areas:

¹ Source: <http://www.ctc.ca.gov/educator-prep/standards/CPSEL-booklet-2014.pdf>

- **Category 1: Organization**
 - Teacher assumes leadership role to support school and student success.
 - Teacher shows professionalism in attitude and conduct.
 - Teacher fosters positive relationships.
 - Teacher engages in professional development.
 - Teacher utilizes resources to enhance instruction.
- **Category 2: Curriculum**
 - Teacher demonstrates subject-matter competency.
 - Teacher demonstrates knowledge of students.
 - Teacher designs coherent curriculum.
 - Teacher designs effective lesson plans.
 - Teacher recognizes the interconnectedness of content areas/disciplines.
- **Category 3: Instruction**
 - Teacher communicates effectively.
 - Teacher engages students in learning.
 - Teacher differentiates instruction.
 - Teacher integrates technology in instruction.
 - Teacher helps students develop higher order thinking skills.
- **Category 4: Assessment and Accountability**
 - Teacher checks for understanding and provides feedback to students.
 - Teacher uses appropriate assessment strategies.
 - Teacher uses student performance data.
 - Teacher monitors student growth.
 - Teacher collaborates and communicates with all stakeholders.
- **Category 5: School Culture and Student Support**
 - Teacher communicates with families.
 - Teacher has established classroom management procedures.
 - Teacher helps create an atmosphere of trust, respect, and high expectations.
 - Teacher offers co-curricular/extra-curricular activities.
 - Teacher provides personalized support to students.

Other Personnel

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

Performance and Acknowledgement

Exceptional performance will be acknowledged.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school-site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

FACILITIES COMPLIANCE

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

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

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

AUXILIARY SERVICES

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

IMMUNIZATIONS AND TUBERCULOSIS TESTING

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

PRESCRIPTION MEDICATIONS

Students requiring prescription medications and other medicines during school hours will be accommodated as per Education Code Section 49423. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate

form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

VISION, HEARING, AND SCOLIOSIS SCREENING

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

DIABETES

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

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

BLOOD BORNE PATHOGENS

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

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

EMERGENCY SITUATIONS

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

Fire Drills

MSA-Fremont shall comply with the Education Code Section 32001 in regards to conducting fire drills not less than once every calendar month at the elementary level, at least four times every school year at the intermediate levels, and not less

than twice every school year at the secondary level. The Office will maintain a record of each drill conducted with the amount of time it takes for complete evacuation.

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

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

Earthquake and Other Disaster Drills

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

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

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

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

MSA-Fremont has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers-and staff-not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom.

MSA-Fremont also participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

Bomb Threats

Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911.

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

Evacuation Plan

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

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

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

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

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

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

CRIMINAL BACKGROUND CHECKS

Each employee and contractor of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Employees and contractors will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start working until results are received from the Department of Justice and they are cleared to begin work. The Principal of MSA-Fremont shall monitor compliance with this policy and report to the MPS Home Office on a regular basis. The MPS Home Office shall monitor the fingerprinting and background clearance of each Principal. Volunteers shall be fingerprinted and receive background clearance prior to volunteering as required by law.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

CHILD ABUSE REPORTING

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

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

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

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

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

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

WORKPLACE SAFETY

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

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

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

INSURANCE

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

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

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

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

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

Languages to be Used

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

Geographic Areas

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

Communication Methods

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

- Direct mailing of 10,000 postcards to the parents/guardians who have KG through and 8th grade children; (October)
- Distributing flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments; (October-May)
- Holding presentations at community meetings at the key locations listed above; (October-May)

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

- Making classroom presentations at elementary schools in the target area; (October-May)

The Charter School hopes to make classroom presentations at elementary schools and must obtain prior approval from the school site administrator. (Local elementary schools include Corona Elementary, Jaime Escalante Elementary, Teresa Hughes Elementary, Woodlawn Elementary, Nueva Vista Elementary, etc.)

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

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

- Hosting individual/family meetings;

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

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

The Charter School may go door to door, talk to families, and hand out applications.

- Using electronic media;

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

- Using press release campaigns;

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

ELEMENT 8: ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

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

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

ADMISSION REQUIREMENTS

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

A written admissions application is required for each student.

STUDENT RECRUITMENT

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

LOTTERY PREFERENCES AND PROCEDURES

Informing Parents about the Enrollment Lottery

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

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

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

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

Enrollment Preferences

Pursuant to Education Code §§ 47605(d)(2)(B), if the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district. In the event of a lottery for the impacted grade level(s), with the exception of existing students who are

guaranteed enrollment in the following school year, enrollment preferences will be given in the following order:

1. Siblings of currently admitted students who are residents of FUSD¹
2. Children of board members or employees of Magnolia Public Schools and their siblings who are residents of FUSD²
3. Students being promoted from or transferring from another school that is operated by Magnolia Public Schools and their siblings who are residents of FUSD³
4. Foster youth who reside within FUSD attendance boundaries⁴
5. All other students who reside within FUSD attendance boundaries
6. Siblings of currently admitted students who are not residents of FUSD⁴
7. Children of board members or employees of Magnolia Public Schools and their siblings who are not residents of FUSD⁵
8. Students being promoted from or transferring from another school that is operated by Magnolia Public Schools and their siblings who are not residents of FUSD⁶
9. Foster youth who are not residents of FUSD⁸
10. All other students permitted by law

Lottery Procedure

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

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

Notifications of Admission Status

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

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

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

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

^{4,8} Foster youth will be exempt from the lottery. During periods of funding under the PCSGP, this exemption will not be utilized.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

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

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

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

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

BUSINESS PLAN

Budget/Cash flow Projections

As supporting documentation to the petition, please find the following:

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

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

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the District.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply

to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

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

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

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

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

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

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

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

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive CoolSIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-Fremont staff. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and

accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MSA-Fremont believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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-Fremont or at any other school; or (3) a MSA-Fremont sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

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

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student (see below for mandatory suspension offenses):

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated school personnel, a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
24. Intentionally “hacked” or broken into a School or School affiliated computer system.
25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

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

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MSA-Fremont or at any other school; or (3) a MSA-Fremont sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

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

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year (unless shortened to a lesser amount of time by the CEO on a case-by-case basis,), pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).

2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus</u> unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of “caused,” the injury is serious. [See II.1])** E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)
13. Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MSA-Fremont's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-Fremont may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the

time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. MSA-Fremont must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MSA-Fremont must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-Fremont. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining

witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA-Fremont
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MSA-Fremont shall maintain records of all student suspensions and expulsions at MSA-Fremont. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement at a CDS or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

EMPLOYEE POLICIES

Employee policies relating to the terms and conditions of employment are detailed in the MPS Employee Handbook.

BENEFITS

Mandatory Benefits

Mandatory contributions such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS members) are paid by the employer.

Health Benefits

Health, dental, vision and related benefits as part of the total compensation package for each employee are determined as part of the individual employment agreement.

Retirement Benefits

Certificated Staff Members

All certificated staff members who are eligible (administrators, counselors, special education program administrators, and teaching employees) will participate in the State Teachers’ Retirement System (STRS) throughout the duration of the Charter School’s existence.

Classified Staff Members

All classified staff members who are eligible (office staff and instructional aides) will participate in the Public Employees Retirement System (PERS), or Social Security as appropriate throughout the duration of the Charter School’s existence.

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457 or 401(k) plans.

Oversight of Benefits

HR Department and the Payroll Administrator at the MPS Home Office are responsible for monitoring the appropriate administration of benefits. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

MSA-Fremont is a school of choice and no students shall be required to attend.

Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in MSA-Fremont, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

All school personnel will abide and commit to Charter School’s mission and vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The school expects a high level of professionalism from its staff including self-monitoring of higher education development. All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to the Charter School Agreement. All school personnel will be evaluated annually. For more information, please see Element 5: “Employee Qualifications.”

Job applicants for positions at the Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Employees will not be allowed to carry over their sick/vacation rights from their previous employment to the Charter School.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

MANDATORY DISPUTE RESOLUTION

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Superintendent
Fremont Unified School District
4210 Technology Drive
Fremont, CA 94538

Principal
Magnolia Science Academy-Fremont
13950 Milton Ave., Ste. 200
Westminster, CA 92683

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and

expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute.

- 4) If the mediation is not successful, then the parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the Charter School shall be given a reasonable amount of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the Charter School's students. In such event, the District reserves the right to take any action it deems appropriate, and the Charter School reserves the right to seek legal redress for any such actions under the law. In addition, this dispute resolution procedure shall not apply in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the Charter School's students.

INTERNAL DISPUTES

Except those disputes between the District and MSA-Fremont relating to provisions of this charter, all disputes involving MSA-Fremont will be resolved pursuant to policies and processes developed by MPS and in accordance with the law.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from FUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the FUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the FUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the FUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the FUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the FUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The FUSD. Charter School shall provide the District with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the District with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the District.
3. Alameda County Department of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the District.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the District.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Department of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the District.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the District.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the District.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the District.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the District.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with District procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the District in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the District in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the District for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the District a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not District. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide the District within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

No Child Left Behind Affirmations

MSA-Fremont agrees to adhere to all provisions of No Child Left Behind regarding:

- Receiving students from Program Improvement schools as part of Public School Choice.
- Providing the Principal's attestation of highly qualified teachers and paraprofessionals.
- Meeting the needs of "at-risk" students if the school is designated a targeted assistance school.

Amendments

Any material changes to this MSA-Fremont Charter must be formally approved by MPS and the District, prior to implementation in accordance with Education Code Section 47607.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the District and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the District and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety and Emergency Plan

The Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FINANCIAL AND BUDGET MATTERS

In consideration of the services rendered by MSA-Fremont pursuant to this Charter, the charter school shall receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. MSA-Fremont will elect to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. Funds flowing through FUSD will be transferred to MSA-Fremont.

Fiscal Management

MSA-Fremont will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. For business services, Magnolia Public Schools will support MSA-Fremont with the services provided by the MPS Home Office. The related Home Office officers will work closely with the school principal on administrative and financial matters. The Home Office will have the responsibility to keep the school operations within the proposed

budget and apply MSA-Fremont's purchasing and contracting principles as described in this petition.

The followings are some of the details related to how Magnolia Public Schools plans to perform business tasks (these details may change over time): 1) Payroll services will be outsourced to an agency such as ADP, Paychex 2) Health benefits will be negotiated and purchased by the Home Office, 3) The Home Office will prepare financial reports required by the school district as well as the annual audit. The Home Office will identify staff responsible for financial administrative functions and the qualifications of staff assigned to these functions, and will also provide assurance that the accounting systems adopted would adhere to Generally Accepted Accounting Principles and describe the process of internal controls. MSA-Fremont shall conduct all of its financial operations in a timely manner and for all programs through procedures established by the State of California and the Federal Government, as appropriate. The accounting procedures must follow the generally acceptable accounting principles.

ADMINISTRATIVE SERVICES

Contract Development

MSA-Fremont and FUSD will negotiate in good faith on annual basis in order to define financial and service relationship between the two parties. The operational independence of MSA-Fremont will be kept regardless of services purchased from the district. MSA-Fremont will always use effective business practices that will result in the best quality at the best price. Contracts for service, equipment and facility alterations/improvements will be submitted to multiple bidders. FUSD is able to bid on all projects.

Attendance Accounting

MSA-Fremont will utilize an appropriate student information system for attendance tracking and reporting purposes, however, reserves the right to use the District's SIS system if necessary. Attendance accounting procedures will satisfy requirements for CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies.

Food Service Program

Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

Transportation

MSA-Fremont will not provide transportation for students from home to school or school to home, except for special education students whose individualized education program requires such transportation and in instances of compliance with the Americans with Disabilities Act. Transportation for extracurricular activities, such as field trips, will be contracted with a licensed contractor.

Sponsoring District Services

Excepting services performed by the district in providing fiscal oversight to the charter school, all charter-requested services from FUSD will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to the charter-requested service.

INSURANCE REQUIREMENTS

Insurance

The Charter School shall maintain at its sole cost and expense, without reimbursement, adequate policies in the areas of Comprehensive or Commercial General Liability; Comprehensive or Business Automobile Liability, Worker's Compensation; Professional or Directors Liability (Errors & Omissions); Property Insurance (including contents); and employment practices liability. The Charter School shall provide a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or non-renewal of any insurance coverage. If Charter School is located on District facilities per the Proposition 39 process, the insurance requirements will be indicated in a Facilities Use Agreement.

General Liability

The Charter School shall maintain throughout the term of its MOU, at its own expense, general liability insurance with limits of liability of \$5,000,000 per occurrence for bodily injury, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District. Coverage for sexual abuse and molestation shall be included.

Automobile Liability

The Charter School shall maintain throughout the term of its MOU, at its own expense, automobile liability insurance with limits of liability of \$2,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insureds; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

Worker's Compensation

The Charter School shall maintain throughout the term of its MOU, at its own expense, worker's compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees, and employers' liability insurance with a minimum limit of \$1,000,000.

Errors and Omissions Liability Insurance

The Charter School shall maintain throughout the term of its MOU, at its own expense, errors and omissions liability insurance conforming to the following requirements:

- Errors and Omissions Liability Insurance shall cover the Charter School for those sources of liability arising out of the rendering or failure to render professional services in the performance of this MOU, including all provisions regarding financial management and indemnification.
- The insurance shall be subject to a maximum deductible not to exceed \$5,000/\$1,000 deductible per claim.

- The minimum limits to be maintained by the Charter School shall be no less than \$1,000,000/\$2,000,000 per claim/annual aggregate.

Property Insurance

Property Insurance shall include coverage (including contents) to address business interruptions and casualty needs including fire and other hazards with replacement costs coverage for all assets listed in the Charter School's property inventory and consumables. Charter School shall also pay an equitable share of the cost of insuring the structures if it occupies a District-owned facility.

Employment Practices Liability Insurance

Charter School shall obtain employment practices liability coverage with minimum limits no less than \$1,000,000/\$2,000,000 per claim/annual aggregate, or equivalent.

Any and all policies of insurance maintained by the Charter School pursuant to this section shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the District and/or their respective officers, agents, employees, and representatives. The District may specify that it be named as "separately insured."

To the extent that the Charter School obtains insurance providing "claims made" coverage, such coverage shall include a rider or endorsement that shall provide for coverage for no less than three (3) years following termination of the policy.

The Charter School shall provide copies of all required policies of insurance and certificates of coverage to the District annually prior to the first day of each school year; or whenever changes in coverage are made.

FACILITIES

Public Facilities

In the first few years of operation, MSA-Fremont will request reasonably equivalent school facilities from the District pursuant to Education Code Section 47614 (i.e., Proposition 39) and Title 5 of the California Code of Regulations (“CCR”) (“Implementing Regulations”). Specifically, MSA-Fremont will aim to partner with the school district to execute a suitable Prop. 39 agreement or enter into an alternative long term use agreement with the District in order to provide stability to students, families and staff attending and working at the school.

MSA-Fremont will be submitting a Prop. 39 request for space on a district campus. Specifically, the school wishes to serve students that would otherwise attend the following District schools:

E. M. Grimmer Elementary
43030 Newport Dr.
Fremont CA 94538-6113

Cabrillo Elementary
36700 San Pedro Dr.
Fremont CA 94536-6406

John Blacow Elementary
40404 Sundale Dr.
Fremont CA 94538-3314

G. M. Walters Junior High
39600 Logan Dr.
Fremont CA 94538-1912

John F. Kennedy High
39999 Blacow Rd.
Fremont CA 94538-1

The Prop. 39 facilities request will be for contiguous space at any of these or other district campuses. Please see Figure 2 below for a map of preferred areas where the school wishes to be located. MSA-Fremont is of course amenable to work with the district to find an appropriate facility for the school to operate out of.

Figure 2

