MAGNOLIA SCIENCE ACADEMY-
SANTA CLARA

COUNTYWIDE BENEFIT CHARTER SCHOOL

A PETITION FOR CHARTER RENEWAL

by
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION dba
MAGNOLIA PUBLIC SCHOOLS (MPS)
13950 Milton Ave. Ste. 200B
Westminster, CA 92683
Phone: (714) 892-5066
Fax: (714) 362-9588

Presented to:
Santa Clara County Board of Education

Submitted: October 3, 2012
Revised: December 12, 2012
Revised: December 19, 2012
TABLE OF CONTENTS

MAGNOLIA SCIENCE ACADEMY-SANTA CLARA COUNTYWIDE BENEFIT CHARTER SCHOOL 1

AFFIRMATIONS/ASSURANCES 6

INTRODUCTION 8

MAGNOLIA PUBLIC SCHOOLS (MPS) 8
MAGNOLIA SCIENCE ACADEMY-SANTA CLARA COUNTYWIDE CHARTER SCHOOL 10
THE ACCORD INSTITUTE OF EDUCATION RESEARCH 10
THE NEED 11
COUNTYWIDE CHARTER SCHOOL AND ITS BENEFITS 13

ELEMENT 1: EDUCATIONAL PROGRAM 18

1.1 EDUCATIONAL PHILOSOPHY 18
1.2 TARGET STUDENT POPULATIONS 22
1.3 SCHOOL YEAR AND DAY 22
1.4 INSTRUCTIONAL DESIGN 26
1.5 CURRICULUM 38
1.6 STUDENTS WITH SPECIAL NEEDS 47
1.7 LOW ACHIEVING STUDENTS 50
1.8 HIGH ACHIEVING STUDENTS 50
1.9 ENGLISH LEARNERS 51
1.10 COMMUNICATION TO PARENTS AND STUDENTS REGARDING THE TRANSFERABILITY OF COURSES 56
1.11 REPLICATION 56

ELEMENT 2: MEASURABLE PUPIL OUTCOMES 57

2.1 GRADING, PROMOTION, AND GRADUATION 57
2.2 GRADUATION REQUIREMENTS 58
2.3 ACADEMIC PERFORMANCE INDEX 62
2.4 SCHOOLWIDE GOALS 62

ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES 66

3.1 ACADEMIC AREAS 66
3.2 STANDARDIZED TESTS 66
3.3 COMPUTER ADAPTED TESTS 66
3.4 USE AND REPORTING OF DATA 67
3.5 COOL/SIS: MPS’ SCHOOL INFORMATION SYSTEM 67

ELEMENT 4: PROPOSED LOCATIONS OF SCHOOL SITES 68

4.1 CURRENT STATUS AND FUTURE PLANS 68
4.2 FACILITY SELECTION 70
4.3 SITE 1 70
4.4 SITE 2 74
4.5 SITE 3 76

ELEMENT 5: GOVERNANCE STRUCTURE OF THE SCHOOL 78

5.1 NONPROFIT PUBLIC BENEFIT CORPORATION 78
5.2 BOARD OF DIRECTORS 78
5.3 MAGNOLIA PUBLIC SCHOOLS CENTRAL OFFICE (MPSCO) 78
5.4 MAGNOLIA PUBLIC SCHOOLS ADVISORY COMMITTEE 78
5.5 SCHOOL SITE COUNCIL (SSC) 88
5.6 ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) 88
5.7 PARENTAL INVOLVEMENT 88
5.8 GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS 88
5.9 ORGANIZATIONAL CHART 88

SITELIST
ELEMENT 6: EMPLOYEE QUALIFICATIONS

6.1 Background Checks
6.2 Recruiting Qualified Teachers
6.3 Staff Selection and Qualifications of the School Personnel
6.4 Evaluation Of The School Personnel
6.5 Performance And Acknowledgement
6.6 Professional Development

ELEMENT 7: PUPIL AND STAFF HEALTH AND SAFETY

7.1 Facilities
7.2 Auxiliary Services
7.3 Immunizations and Tuberculosis Testing
7.4 Prescription Medications
7.5 Vision, Hearing, and Scoliosis Screening
7.6 Diabetes
7.7 Blood Borne Pathogens
7.8 Emergency Situations
7.9 Drug Free/Alcohol Free/Smoke Free Environment
7.10 Criminal Background Checks
7.11 Comprehensive Sexual Harassment Policies and Procedures
7.12 Child Abuse Reporting
7.13 Workplace Safety
7.14 Insurance

ELEMENT 8: RACIAL AND ETHNIC BALANCE

ELEMENT 9: FINANCIAL AUDIT

9.1 Budget and Finance
9.2 Financial Reports

ELEMENT 10: SUSPENSION AND EXPULSION

10.1 Progressive, Positive Discipline
10.2 Grounds for Suspension and Expulsion of Students
10.3 Enumerated Offenses
10.4 Suspension Procedure
10.5 Authority to Expel
10.6 Expulsion Procedures
10.7 Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
10.8 Record of Hearing
10.9 Presentation of Evidence
10.10 Written Notice to Expel
10.11 Disciplinary Records
10.12 No Right to Appeal
10.13 Expelled Students/Alternative Education
10.14 Rehabilitation Plans
10.15 Readmission
10.16 Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities
10.17 Outcome Data

ELEMENT 11: RETIREMENT PROGRAMS AND EMPLOYMENT MATTERS

11.1 Retirement
11.2 Mandatory Benefits
11.3 Health Benefits
11.4 Work Schedule
11.5 Process for Resolving Complaints/Grievances

ELEMENT 12: DISPUTE RESOLUTION

12.1 Internal Disputes
**ELEMENT 13: EMPLOYER STATUS AND COLLECTIVE BARGAINING**

**ELEMENT 14: ADMISSION REQUIREMENTS**
- 14.1 Informing Parents about the Enrollment Lottery
- 14.2 Lottery Procedure
- 14.3 Notifications of Admission
- 14.4 Waiting List Notification

**ELEMENT 15: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

**ELEMENT 16: EMPLOYEE RIGHTS AND RESPONSIBILITIES**

**ELEMENT 17: SCHOOL CLOSURE**

**ADDITIONAL REQUIREMENTS: IMPACT ON AUTHORIZER**
- Indemnity
- Insurance
- Term of Charter
- Amendments
- Data Reporting and Observation
- COE Services
- Food Service Program
- Transportation
- Financial Plan
- Severability
- Plan for Operations
LIST OF APPENDICES

APPENDIX A1. SELF REFLECTION
APPENDIX A2. MAGNOLIA PUBLIC SCHOOLS
APPENDIX B1. TECHNOLOGY INTEGRATED EDUCATION
APPENDIX B2. COMPUTER SCIENCE PROGRAM
APPENDIX B3. A+ (ADVANCED STEM) PROGRAM
APPENDIX B4. CURRICULUM AND COURSE DESCRIPTIONS
APPENDIX B5. HOME VISIT PROGRAM
APPENDIX B6. GET READY FOR LIFE PROGRAM
APPENDIX B7. COLLEGE MENTORSHIP AND LEADERSHIP PROGRAM
APPENDIX C1. ARTICLES OF INCORPORATION
APPENDIX C2. BYLAWS
APPENDIX C3. CONFLICT OF INTEREST POLICY
APPENDIX C4. BIOGRAPHIES OF MPS BOARD MEMBERS
APPENDIX D1. SCHOOL SAFETY PLAN
APPENDIX E1. PROPOSED BUDGET AND CASH FLOW
AFFIRMATIONS/ASSURANCES

Magnolia Science Academy-Santa Clara Countywide:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Magnolia Science Academy-Santa Clara Countywide for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Magnolia Science Academy-Santa Clara Countywide, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address
within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Shall, upon the approval of the petition by the county board of education, provide written notice of that approval, including a copy of the petition, to the school districts within the county, the Superintendent of Public Instruction and to the State Board of Education.

- Will follow any and all other federal, state, and local laws and regulations that apply to the Magnolia Science Academy-Santa Clara Countywide including but not limited to:
  - Magnolia Science Academy-Santa Clara Countywide shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - Magnolia Science Academy-Santa Clara Countywide shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs.
  - Magnolia Science Academy-Santa Clara Countywide shall comply with any jurisdictional limitations to locations of its facilities.
  - Magnolia Science Academy-Santa Clara Countywide shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - Magnolia Science Academy-Santa Clara Countywide shall comply with all applicable portions of the No Child Left Behind Act.
  - Magnolia Science Academy-Santa Clara Countywide shall comply with the Public Records Act.
  - Magnolia Science Academy-Santa Clara Countywide shall comply with the Ralph M. Brown Act.
  - Magnolia Science Academy-Santa Clara Countywide shall meet or exceed the legally required minimum of school days.

_____________________________  _______________
Dr. Mehmet Argin, CEO  Date

12/12/12
**INTRODUCTION**

Magnolia Science Academy-Santa Clara Countywide (MSA-Santa Clara Countywide) is pleased to submit this countywide charter school petition for the renewal of its charter and, to share the progress it has made as and to replicate one of California’s most successful science, technology, engineering, and math (STEM) oriented charter school in the heart of the Silicon Valley.

MSA-Santa Clara Countywide is a joint effort of a successful charter school operator; a highly qualified local founding group which includes over 40 research scientists and technology specialists mostly with PhDs working at well-known high-tech companies in the Silicon Valley; and faculty members of Stanford University, University of California-Berkeley and other area universities.

Starting in 2008, Magnolia Public Schools held numerous meetings with local supporters and residents, conducted extensive research about the need for the schools, and collected over 250 signatures from “meaningfully interested parents” who planned to enroll their children in the prospective schools.

Magnolia Public Schools also identified a potential school facility, initiated the school’s high-tech industry connections and planned internships and mentorships. Through its university connections, Magnolia Public Schools established educational programs to present greater opportunities for secondary school students to engage in active scientific research.

MSA-Santa Clara Countywide is currently serving approximately 500 students in a leased location from the Santa Clara Unified School District. The school has a two-year success story with a base API score of 894 in 2011. The Board of Magnolia Public Schools desires to continue to offer programs to replicate the successful educational model of Magnolia Science Academy for countywide benefit.

Please see Appendix C4-Biographies for more information about the Magnolia Public Schools Board of Directors.

**MAGNOLIA PUBLIC SCHOOLS (MPS)**

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 established eleven other charter school sites throughout California to provide its innovative and high-quality education program. (Please see Section 1.1, titled “Replication.”) Appendix A2, titled “Magnolia Public Schools,” provides a list of the current MPS campuses and the unique accomplishments of MPS.
To continue its success, Magnolia Public Schools (MPS) respectfully submits this petition for MSA-Santa Clara Countywide, a countywide charter school in accordance with Education Code Section 47605.6, for the renewal of its existing charter and creation of two more school sites in Santa Clara County serving grade 6-12 students throughout the county.

After a long search for acceptable facilities, MSA-Santa Clara site opened its doors in September of 2010 with 102 students at 1095 Dunford Way in Sunnyvale, California. The School is currently located at 2720 Sonoma Place in Santa Clara. The student enrollment has steadily increased to 230 in 2011 and to about 500 in 2012. The operational capacity of the current facility is 588 students, and the School anticipates reaching full-capacity in the 2013-14 school year. Please see Table 1 for MSA-Santa Clara site school information.

Under this charter petition, in addition to the existing site in the city of Santa Clara, MPS anticipates opening two more school sites. Growth of additional schools under this charter shall be managed strategically and in accordance with any conditions established by the Santa Clara County Board of Education in its approval of this charter and in accordance with Education Code Section 47605.6.

Instructional services for similar student populations described in the charter will be similar at each school site, and thus, each pupil’s educational experience will be reasonably the same with regard to instructional methods, instructional materials, staffing configuration, personnel requirements, course offerings, and class schedules.

The schools will eventually have 125-140 students at each grade level in grades 6-8 and 100-110 students at each grade level in grades 9-12. At full capacity, each site of the school will have approximately 400 middle and 420 high school students. Please see section 1.2 for projected grade-level enrollments at each MSA-Santa Clara Countywide site.

Table 1 – MSA-Santa Clara Site School Information

<table>
<thead>
<tr>
<th>School Information</th>
<th>MSA-Santa Clara</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>2720 Sonoma Place, Santa Clara, CA 95051</td>
</tr>
<tr>
<td>Phone number:</td>
<td>(408) 244-2620</td>
</tr>
<tr>
<td>Contact person:</td>
<td>Principal Tim Saka</td>
</tr>
<tr>
<td>Renewal date:</td>
<td>July 1, 2013</td>
</tr>
<tr>
<td>Term of charter:</td>
<td>July 1, 2013-June 30, 2018</td>
</tr>
<tr>
<td>Grade configuration:</td>
<td>6-12</td>
</tr>
<tr>
<td>Number of students:</td>
<td>2012-13: 503; See Section 1.2 for anticipated 5-year grade-level enrollment.</td>
</tr>
<tr>
<td>Operational capacity:</td>
<td>588 students</td>
</tr>
<tr>
<td>Instructional calendar:</td>
<td>See Section 1.3.1</td>
</tr>
<tr>
<td>Bell schedule:</td>
<td>See Section 1.3.2</td>
</tr>
<tr>
<td>Admission requirements:</td>
<td>See Element 14.</td>
</tr>
</tbody>
</table>
THE ACCORD INSTITUTE OF EDUCATION RESEARCH

MSA-Santa Clara Countywide is part of Magnolia Public Schools (MPS). MPS contracts with the Accord Institute of Education Research (Accord), to augment its CMO central office services to schools. Accord is a “501 (c)(3)” non-profit organization with a clear mission to improve K-12 education through research, teaching and learning excellence, continuous school improvement, and school leadership coaching for sustainable and academically thriving schools. Based in Orange County, CA, Accord now serves over 30 public charter schools and 3 charter management organizations. Innovative ideas, best practices, and research on K-12 education are offered to schools in the form of curriculum, professional development training and training, and school improvement initiatives. Since its inception, Accord has focused on the important work of education quality and ongoing education improvement. Accord believes that charter schools play a critical role in pioneering educational innovations and ensuring that children receive the levels of quality instruction, attention, and resources that they deserve. Accord’s work supports individual charter school success through sustainable, replicable, and applicable educational improvement strategies and by positively influencing larger educational reform efforts in the United States.

Specifically, Accord will provide comprehensive support to MSA-Santa Clara Countywide in the following major categories:

- Program accountability and evaluation reports
- Annual STEM focused conference and semiannual full day in-service programs
- Accord curriculum development and recommendations for selection of non-Accord curricula
- College readiness programs and training
- Supplemental program development, implementation, and monitoring, including home visits, competitions, and after school programs
- Renewal charter petition support
- Financial services including budget development, accounting support, audit preparation, revenue enhancement strategies
- Operations support including facilities acquisition, human resources, and business operations
- Public relations, networking and other marketing activities

MSA-Santa Clara Countywide will implement Accord’s education model to support its curriculum that is based on the California standards, frameworks and benchmarks for assessment in each of the content subject areas. Section 1.4, titled “Instructional Design,” explains the Accord Education Model and how MSA-Santa Clara Countywide designs its educational program around this model.
The 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 2003 report from the National Science Board, "The Science and Engineering Workforce: Realizing America's Potential," 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,
- 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.

To understand the scale of the risk in a shrinking S&E workforce, it is important to define the range of the S&E industry. It includes all jobs that require science and engineering skills even if the jobs themselves are classified as non-S&E jobs. Using this definition, a pre-college teacher with a baccalaureate degree in a science field, a technical manager, a practitioner with a two-year degree or certificate in science, engineering and technology fields, and Ph.D.s appointed as postdoctoral scholars are all considered to be within the S&E workforce.²

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 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 regarding statewide specialty high schools made in the report:

"Statewide specialty high schools. 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

1 National Science Board; The Science and Engineering Workforce Realizing America’s Potential. August 2003
levels, especially among Hispanics who represent the fastest growing and soon to be largest segment of California’s population."

Further, the President’s Council of Advisors on Science and Technology (2010)2 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)

With its vision to graduate “scientific thinkers who contribute to the global community as socially responsible and educated members of society” and its mission to “provide a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others,” Magnolia Public Schools helps fill this gap by inspiring and preparing students to choose career paths in science and technology. Santa Clara County is one of the focal points of the shortage mentioned above. Magnolia Science Academy-Santa Clara Countywide will address the shortage where help is needed most, the Silicon Valley. Magnolia Science Academy-Santa Clara Countywide attracts students from all backgrounds and all parts of the county as shown in section 1.2.

Consequently, MPS wishes to operate 6-12 countywide charter schools in Santa Clara County.

---

1 Source: http://www.ccsf.edu/publications/2006/GSTFRecs.pdf
COUNTYWIDE CHARTER SCHOOL AND ITS BENEFITS

Magnolia Public Schools (MPS) respectfully seeks this countywide charter to facilitate the provision of instruction in a multi-site, diverse setting.

Most school districts in Santa Clara County are geographically small. As a school of choice, each site MSA-Santa Clara Countywide will enroll students from many different school districts, private schools, and from currently home-schooling families. Although each MSA-Santa Clara Countywide's school facility will be located within the geographical boundaries of a school district by nature, by law all county residents will be given equal opportunity for enrollment in MSA-Santa Clara Countywide's sites. In the case of more applicants than capacity, enrollment will be determined by public random drawing with preference given to County residents. The residents of any one school district will not be given an enrollment preference for enrollment at any MSA-Santa Clara Countywide site. Outreach for students at each MSA-Santa Clara Countywide site will be widespread throughout the County to ensure that every family/student is aware of and has the opportunity to attend a MSA-Santa Clara Countywide site. Outreach is further described below in Element 8 of this charter.

The MPS school model falls under the "bridge schools" category as defined by the California Department of Education ("CDE") since the schools serve students in grades 6 through 12. A decade of experience points to the importance of early enrollment in the program to maximize the potential of student academic success and interest in STEM and all academic pursuits. Middle school grades constitute the backbone of the MPS' programs, especially Technology Integrated Education through which minority students gain self-confidence and feel prepared for a healthy, successful college education.

MPS enrolls students from both elementary and high school districts. Considering grade spans served by school districts and funding models such as basic aid vs. revenue limit makes it very difficult for a single school district to willingly authorize and oversee a charter school enrolling students from all over the county. MSA-Santa Clara Countywide's first school site in Santa Clara Unified School District has increasingly enrolled and will continue to enroll students from all over the county, drawing students from 29 different school districts throughout the County. Please see Element 4, "Proposed Locations of School Sites," for a detailed breakdown of student enrollments and applications from different districts. The success of the School, supported by diverse outreach efforts, has contributed to an increase in the number of students enrolling from different districts. As shown by applications and meaningfully interested parent signatures for all three sites, support letters from high tech companies and engineers, and the enrollment statistics of the existing School site, there is a demand for MSA-Santa Clara Countywide from all areas of the county.

Through this countywide charter, MSA-Santa Clara Countywide proposes a unique educational program that will provide instructional services of countywide benefit that cannot be provided by a charter school operating in only one school district.

1) Help meet Santa Clara County's projected need for a growing science and engineering workforce (Benefiting the county, local community, and students attending MSA-Santa Clara Countywide)

As indicated in the introduction section of this petition, Santa Clara County, home to the Silicon Valley, will be in dire need of more S&I specialists over the next few decades. MPS will address this need by, at its planned capacity, graduating at least 1500 students annually (more with additional sites if approved), who will be equipped and inspired to
complete a 4-year college science and engineering (S&E) major.

At MSA-Santa Clara Countywide, students complete an internationally acclaimed computer science curriculum and receive the International Computer Driving License (“ICDL”) and optionally Microsoft Office certificates. Students will qualify for some S&E jobs even before going to college.

In addition to its rigorous math and science courses, MSA-Santa Clara Countywide offers electives and clubs to give students access to STEM programs early on. For the 2012-13 academic year, these programs include Computer Literacy, Computer Programming, Digital Art, Robotics and AP Biology courses, and First Lego League, Future City, A+ (Advanced Math), A+ (Advanced Computer), and Science Bowl clubs. Please see Attachment B2 for computer science programs to be added to the school curriculum each year.

2) Address the County’s shortage of Math and Science teachers through the recruitment and hiring of international teachers (Benefiting the county and local community)

The report “California's Science and Math teachers: A critical path analysis” released by California Council on Science and Technology (CCST) in 2007 finds that “California produces only half the math and science teachers it needs.” One of the recommendations made to Governor Schwarzenegger in the CCST’s report is to develop, recruit and retain the best and brightest students, teachers, scientists and engineers from within the United States and throughout the world.

To date, MPS has recruited over 60 international math, science and computer teachers who have successfully inspired their students to explore and in many cases choose science and math related careers and college majors. Since its opening, MSA-Santa Clara Countywide has recruited four highly qualified international teachers in STEM areas.

3) Provide a research-based replicable education model and support implementation (Benefiting the county, local community, and students attending MSA-Santa Clara Countywide)

Through Accord, Magnolia Public Schools designs, implements and refines its successful education model using scientific and research tools. Magnolia Public Schools will not only use this highly successful program but will also make it available for other schools with all implementation tools and professional training opportunities. Some school districts and charter management organizations have already contacted Accord Institute to implement its Education Model fully or partly. During the meeting in which Magnolia Public Schools’ four new charter schools were approved, Los Angeles Unified School District Board Members discussed how to effectively implement some Magnolia Public Schools programs at LAUSD schools such as home visits and asked the superintendent to work on it.

MSA-Santa Clara Countywide will be a model for other schools, where teachers can observe the model at work. In 2011, MSA-Santa Clara administration held meetings with the Superintendent of the Milpitas Unified School District and his assistant about educational collaboration between MSA-Santa Clara Countywide and Milpitas Unified School District. MSA-Santa Clara has participated in STEM education forums in the Santa Clara County to share its practices. The Magnolia education model has also been presented to elementary school teachers at annual MathMatters © competitions organized by the school. MSA-Santa Clara Countywide intends to explore more areas of collaboration and partnership benefiting Santa Clara County, the local community, and the pupils that attend MSA-Santa Clara Countywide.

4) Raise interest in Math and Science throughout the County (Benefiting the county, local community, and students attending MSA-Santa Clara Countywide)

Zarathustra Brady, a MPS student, won the gold medal at the 2006 International Mathematical Olympiad (IMO), the most prestigious international math competition for high school students. He became the first charter school student to qualify for the US National Math Team. The Los Angeles Unified School District Board of Education presented a letter of recognition to Zarathustra, the first southern Californian to win in a decade. MPS’ first International Olympiad Medalist was met with great enthusiasm by math circles, study groups and university professors, and he also caused a schoolwide pride and interest in science majors to develop.

MSA-Santa Clara Countywide will bring the joy and prestige of participating in national and international competitions and science fairs back to public schools in Santa Clara County. In collaboration with Accord Institute, MSA-Santa Clara Countywide will organize math and computer programming competitions for elementary and middle school students. Competition days become a special day that elementary and middle school teachers use to arouse interest in sciences among their students. The following are examples of such competitions and activities MSA-Santa Clara has participated in and/or organized, and the achievements it has received in two years:

- 2012 – CA State Intel Synopsis Science Fair – Physics, 3rd place
- 2012 - Future City “Excellence in Communications” statewide award
- 2011 – CA State Intel Synopsis Science Fair – Chemistry, 2nd place
- 2011 - Future City “Excellence in Health & Safety Infrastructure” & “Excellence in Design of A Futuristic Transportation System” awards.
- 2011 - A MSA-Santa Clara student, with his success in the 2011-Future City competition, was recognized at the “22nd Annual Recognition Ceremony for African-American Students” by the Mayor of San Jose.
- 2011 - MathCounts “Best New School” award
- 2011-2010 - 2nd and 3rd place in Statewide Science-Fair sponsored by Synopsys. MSA-Santa Clara students represented Santa Clara County at the fair.
- 2010 - Lego League Robotics “Best Robot Design” & “Best Teamwork” awards
- Annual - Participation in the Science Bowl contest; MSA-Santa Clara offers this program as an after-school club.
- Annual - Organizing MathMatters © math contest to stimulate interest in mathematics among 4th and 5th grade students in Santa Clara County, and to provide recognition of outstanding young mathematicians. Students compete to solve challenging math problems and enjoy math games and educational activities at this event.
- Annual - Participation in Gauss League; math competition among students taking A+ (Advanced math) classes in middle school.
- Annual - Participation in ACCompete; computer science competition among students taking A+ (Advanced computer) classes.
• Annual – Participation in CStory Contest; this contest requires extensive use of technology skills that are provided within Accord Institute's Computer Science Curriculum. This year's contest for middle school students include three categories; animation, programming, and storybook / comic book.

• Annual – Participation in Magnolia Public Schools competitions including Science Fair, Lego Robotics, and Math Tournament.

5) Collaboration with universities and businesses (Benefiting the county, local community, and students attending MSA-Santa Clara Countywide)

MPS has formed an effective collaborative network with faculty members at Caltech, UCLA, CSU-Northridge, Pepperdine University and Santa Monica College in Los Angeles and with San Diego State University in San Diego. Through these collaborative efforts, local colleges offer elective courses in arts and drama for MPS' high school students; engineering courses in middle school at Magnolia schools; dual enrollment; provide college counselors to high school students; and handle teacher professional training on certain subjects. MPS also collaborates with high-tech companies some of which sponsor and provide mentors for MPS' Robotics clubs.

To serve communities in Bay area with new charter schools, Magnolia Public Schools has recently formed collaborations with faculty members of Stanford University, University of California-Berkeley, San Francisco State University and the University of California-Davis. MPS will continue to develop more collaboration with California’s universities and colleges to serve MSA-Santa Clara sites countywide.

As indicated by support letters from high-tech companies of the Silicon Valley, MPS has established collaborations and formed an active team of engineers and high-tech professionals who are eager to provide support in all possible areas including assisting with school start-up and providing mentoring and internships for students.

• In 2011, MSA-Santa Clara received technology funds through a partnership with Stanford University in 2011 and used these funds to support computer and high-speed internet technology through ACE (Association for Continuing Education) to create innovative earning opportunities for students.

• Since its opening, MSA-Santa Clara has been benefiting from Stanford University faculty members over the weekends for A+ (Advanced math & computer) and math intervention programs.

• MSA-Santa Clara has also been in communications with Applied Materials, a high-tech company, for possible partnership in San Jose. Two site-visits have been made, and we envision possible internship for our high school students through this partnership.

6) A comprehensive all-around education for minority and socio-economically disadvantaged populations (Benefiting the county, local community, and students attending MSA-Santa Clara Countywide)

Magnolia Science Academy-Santa Clara Countywide will continue to offer comprehensive, multi-faceted education program and after-school support that allows for frequent adjustments to ensure progress for all demographic subgroups informed by a commitment to data driven design and evaluation; effective character education (“Get Ready For Life (GRFL)” program) and college counseling sessions (“College Mentorship and Leadership Program (CMLP)’’); after school tutoring; and home visits.

Through Technology Integrated Education, minority and socio-economically disadvantaged students prepare for college and gain self-confidence.
7) Enrollment preferences (Benefiting the County, the Pupils to Attend MSA-Santa Clara Countywide, and the Local Community)

MSA-Santa Clara Countywide will serve a cross-section of the entire county and will not concentrate its enrollment efforts in any one school district. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(d)), while a countywide charter allows equal opportunity for admission of all students in the county. (Education Code Section 47605.6(d)(2)(B))

The countywide benefits listed above cannot be accomplished through district-approved charters. In the case of a single district authorized charter, the unique terms of chartering at each venue may significantly alter the programs under each approved charter. A countywide charter will assure the consistency in programming necessary to ensure the accomplishment of the countywide benefits described above.
**E L E M E N T  1 :  E D U C A T I O N A L  P R O G R A M**

**Governing Law:** A description of the educational program of the school, designed, among other things, to identify pupils 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. Education Code Section 47605.6(b)(5)(A)(i).

If the proposed charter school will enroll high school pupils, a description of the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(ii).

If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iii).

**1.1 E D U C A T I O N A L  P H I L O S O P H Y**

**1.1.1 Vision**
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

**1.1.2 Mission**
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others.

**1.1.3 Core Values**
Magnolia Public Schools has identified the following core values, which are reinforced through its "Get Ready for Life (GRFL)" curriculum, expected school wide learning results (ESLR), and all school activities.

- Value: Scholarship GRFL: Success GRFL: Self Discipline
- Value: Critical Thinking GRFL: Citizenship GRFL: Personal Qualities
- Value: Effective Communication GRFL: Conflict Resolution GRFL: Human Relations
- Value: Social Responsibility GRFL: Respect GRFL: Responsible Choices

In a school setting, teachers are one of the most important role models to the students. Therefore, among the teaching staff, MSA-Santa Clara Countywide will emphasize the value of continuous professional development, persistent innovation, intellectual curiosity, tolerance, and positive response to change so that these values and attitudes will be conveyed to students through example.
1.1.4 An Educated Person in the 21st Century

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

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

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

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

MSA-Santa Clara Countywide will:

- Empower students to become self-motivated, competent, and lifelong learners.
- Provide challenging and engaging curriculum with carefully selected standards-based teaching materials and state-of-the-art equipment provided by highly qualified teachers.
- Create a supportive and caring environment with small class sizes, and strong student-parent-teacher communication.
- Improve students’ knowledge and skills in core subjects thereby increasing their chances of success in higher education and beyond.
- Provide intensive enrichment programs for both high and low achieving students.
- Teach students to think objectively and critically, respect truth, and be socially responsible.
- Prepare students to be conscientious and productive citizens.

1.1.5 How Learning Best Occurs

Learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are learning in school. The rigorous standards-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, MSA-Santa Clara Countywide offers health and life skills courses.

---

designed to help students attain organizational and study skills, which are crucial to enable students to become self-motivated, competent, and lifelong learners.

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

Magnolia Science Academy-Santa Clara Countywide’s after school programs will offer academic assistance to students who need it and provide a safe place for academic and non-academic enrichment outside the regular school day. The balance between academic and enrichment programs promotes a love of learning and positive feeling about the school experience.

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

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

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

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

MSA-Santa Clara Countywide campuses will recruit students from all areas of Santa Clara County, with a goal of creating an economically and ethnically diverse student population. The campuses of the school will attract low-achieving students from low income and socio-economically disadvantaged families through free after-school tutoring and home visits programs, and will appeal to high-achieving students with its Advanced Studies Program which include Advanced Placement courses, academic after-school clubs such as Robotics and Future City and A+ (Advanced Math, Computer Program) © through which students prepare for nationwide and international competitions. Accord’s Technology Integrated Education (TIE) © / Computer Science Curriculum, College Mentorship and Leadership Program (CMLP), along with MSA’s free college counseling and SAT/ACT preparation classes are highly appealing to college bound students.

The overall profile of the student population will represent the demographics of Santa Clara County. The student populations of each site will likely reflect the demographics of nearby neighborhoods and school districts. Please see Element 4 for a detailed description of area demographics and schools for each the school location.

The MSA-Santa Clara campus Countywide continues to enroll students from all over the county. The student enrollment has steadily increased from 102 in 2010 to 230 in 2011 and to about 500 in 2012. The operational capacity of the current facility is 588 students, and the School anticipates reaching full-capacity in the 2013-14 school year. The successful education model of the school presents a great choice to the students and parents of Santa Clara County. Our success, supported by diverse outreach efforts, has contributed to an increase in the number of students enrolling from different districts. Please see the section titled “Countywide Charter School and Its Benefits” for a break-down of student enrollment from different districts and Appendix A1-“MSA-Santa Clara Self Reflection” for demographic analysis of MSA-Santa Clara students over the years.

The enrollment numbers for each school site will be dependent on the building capacity and the number of classes that will be opened in each grade level, with approximately 30 students per class. When a site is located and obtained that is suitable for operating a full 6-12 program, the campus will expand its grade levels each year. At full capacity, the campuses school will eventually have 125-140 students at each grade level in grades 6-8 and 100-110 students at each grade level in grades 9-12. See the following table for projected grade-level enrollment at the existing MSA-Santa Clara Countywide site.

Table 1 - The projected grade-level enrollment of MSA-Santa Clara Site for the following five years

<table>
<thead>
<tr>
<th>Grade</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>112</td>
<td>84</td>
<td>84</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>7</td>
<td>196</td>
<td>112</td>
<td>84</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>8</td>
<td>112</td>
<td>168</td>
<td>112</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>9</td>
<td>84</td>
<td>84</td>
<td>140</td>
<td>112</td>
<td>84</td>
</tr>
<tr>
<td>10</td>
<td>84</td>
<td>84</td>
<td>84</td>
<td>112</td>
<td>112</td>
</tr>
<tr>
<td>11</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>84</td>
</tr>
<tr>
<td>12</td>
<td>28</td>
<td>56</td>
<td>28</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>588</td>
<td>588</td>
<td>588</td>
<td>588</td>
<td>588</td>
</tr>
</tbody>
</table>
1.3 School Year and Day

The school will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school. The school calendar will have at least 175 days of instruction. The school will announce its annual calendar before the beginning of each instructional year.

Following are the instructional calendar and bell schedules of MSA-Santa Clara site for the 2012-13 school year. The school offers 177 days and 62,020 instructional minutes in middle school and 68,423 minutes in high school for 2012-13.
1.3.1 Instructional Calendar

**MAHONIA SCIENCE ACADEMY—SANTA CLARA ACADEMIC CALENDAR 2012-2013**

**AUGUST 2012**

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

- 8/1-12 Staff In-service Days
- 8/14 School Year starts
- 8/20-24 MAP Testing

**SEPTEMBER 2012**

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 9/1 Labor Day
- 9/4 Staff Development Day
- 9/17-19 Account Orientation

**OCTOBER 2012**

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOVEMBER 2012**

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 11/12 Veteran's Day-No School
- 11/22-23 Thanksgiving Break

**DECEMBER 2012**

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- MAP Testing and Event dates are subject to change
- All MAP Testing dates and Final Exam dates will be Minimum Days
- Parent Club Meetings - 1st Thursday of each month 6:00 - 7:00 PM
### January 2013

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notable Dates:**
- 1/1: New Year's Day
- 1/13: Martin Luther King Jr. Day
- 1/16: M.C.K Day

### February 2013

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notable Dates:**
- 2/16-22: President's Week (No School)

### March 2013

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### April 2013

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notable Dates:**
- 4/8-12: Spring Break
- 4/22-26: MAP Testing

### May 2013

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notable Dates:**
- 5/1: STAR Testing Window
- 5/2: Memorial Day
- 5/15-19: Final Exam Week
- 5/31: Last Day of School, Wrap-Up Meetings

### June 2013

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

**Notable Dates:**
- 6/1: Last Day of School, Wrap-Up Meetings
### Table 4 – Regular and Shortened Day Bell Schedules of MSA-Santa Clara high school grades in 2012-13

<table>
<thead>
<tr>
<th></th>
<th>Regular Day</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>7:55 AM</td>
<td>8:45 AM</td>
<td>7:55 AM</td>
<td>8:35 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Period</td>
<td>8:49 AM</td>
<td>9:39 AM</td>
<td>8:39 AM</td>
<td>9:29 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Period</td>
<td>9:43 AM</td>
<td>10:33 AM</td>
<td>9:23 AM</td>
<td>10:03 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSR / Lunch</td>
<td>11:31 AM</td>
<td>12:00 PM</td>
<td>SSR / Lunch</td>
<td>10:31 AM</td>
<td>11:31 AM</td>
<td></td>
</tr>
<tr>
<td>Lunch / SSR</td>
<td>12:04 PM</td>
<td>12:30 PM</td>
<td>Lunch / SSR</td>
<td>11:35 AM</td>
<td>12:05 AM</td>
<td></td>
</tr>
<tr>
<td>5th Period</td>
<td>12:34 PM</td>
<td>1:24 PM</td>
<td>12:09 AM</td>
<td>12:35 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th Period</td>
<td>1:28 PM</td>
<td>2:18 PM</td>
<td>12:39 PM</td>
<td>1:19 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th Period</td>
<td>2:22 PM</td>
<td>3:12 PM</td>
<td>1:23 PM</td>
<td>2:03 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td>3:12 PM</td>
<td></td>
<td><strong>Dismissal</strong></td>
<td>2:03 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After School</strong></td>
<td>3:15 PM</td>
<td>4:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 5 – Regular and Shortened Day Bell Schedules of MSA-Santa Clara middle school grades in 2012-13

<table>
<thead>
<tr>
<th></th>
<th>Regular Day</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>8:10 AM</td>
<td>8:55 AM</td>
<td>8:10 AM</td>
<td>8:46 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Period</td>
<td>9:00 AM</td>
<td>9:45 AM</td>
<td>8:31 AM</td>
<td>9:27 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Period</td>
<td>9:55 AM</td>
<td>10:40 AM</td>
<td>9:37 AM</td>
<td>10:13 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Period</td>
<td>10:45 AM</td>
<td>11:30 AM</td>
<td>10:18 AM</td>
<td>10:54 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSR / Lunch</td>
<td>11:35 AM</td>
<td>12:00 PM</td>
<td>SSR / Lunch</td>
<td>10:59 AM</td>
<td>11:35 AM</td>
<td></td>
</tr>
<tr>
<td>Lunch / SSR</td>
<td>12:05 PM</td>
<td>12:30 PM</td>
<td>Lunch / SSR</td>
<td>11:40 AM</td>
<td>12:05 AM</td>
<td></td>
</tr>
<tr>
<td>5th Period</td>
<td>12:35 PM</td>
<td>1:20 PM</td>
<td>12:10 AM</td>
<td>12:35 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th Period</td>
<td>1:25 PM</td>
<td>2:10 PM</td>
<td>12:40 PM</td>
<td>1:16 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th Period</td>
<td>2:15 PM</td>
<td>3:00 PM</td>
<td>1:21 PM</td>
<td>1:57 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td>3:00 PM</td>
<td></td>
<td><strong>Dismissal</strong></td>
<td>1:37 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After School</strong></td>
<td>3:15 PM</td>
<td>4:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff Meeting</strong></td>
<td></td>
<td></td>
<td><strong>Staff Meeting</strong></td>
<td>2:10 PM</td>
<td>4:30 PM</td>
<td></td>
</tr>
</tbody>
</table>
1.4 INSTRUCTIONAL DESIGN

MSA-Santa Clara Countywide implements Accord Institute’s education program. (See the “Introduction” section for Accord Institute, a non-profit research institution based in Orange County, CA, aiming to improve the common educational practices by conducting scientific research and forming a replicable educational model.) This research-based, proven educational program has been shaped by highly successful STEM focused charter schools that are clients of the Accord Institute. MSA-Santa Clara Countywide will receive services related to the educational program, teacher professional development and evaluation from the Accord Institute. The program has four major components, which are summarized below: Data-Driven Design, STEM Focus for Creativity and Innovation, Life-Long Learning, and Accelerated Academic Achievement.

Figure 1 – Accord Education Program

1.4.1 Data Driven Design

California’s high stakes standardized testing program provides results too late for meaningful academic adjustments. Therefore, MSA-Santa Clara students will be tested in the beginning of the school year and several times during the year with a standards-based and large-scaled tests, and necessary adjustments to the instruction are made based upon the data. MSA-Santa Clara Countywide will implement an effective method to help its low-achieving students as explained below:

A. Identifying Low-Achieving Students Through Computer Adapted Tests

MSA-Santa Clara Countywide uses 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 are used to measure individual levels of student performance reflected in state adopted content standards. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of remediation and intervention.

MAP is administered three times every academic year. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how MSA-Santa Clara Countywide 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

B. Differentiated Instruction

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

Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education’s website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, educational materials that provide review and re-teaching are used. McGraw Hill's Acuity program software, Holt McDougal Publisher’s resources, and the Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and instructional materials based on California content standards/framework which have not been achieved.

For details of how differentiated instruction is implemented for English Language Learners, please see section 1.9 “English Learners.”
C. Department and Grade-Level Meetings

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

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

D. Early Intervention

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

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

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

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

E. After-School Tutoring

All MSA-Santa Clara Countywide campuses will build an educational environment that includes after-class individual attention through the after-school tutoring program. Students receive tutoring from the faculty and also from volunteers from area universities. It is structured to fit individual student needs to maximize each student’s potential. Thus, some students may require tutoring one afternoon a week, whereas others may require daily tutoring. The tutoring program also benefits students who are not classified as low achievers. Tutors are available to students performing at or above grade level upon request. These tutoring sessions generally occur after school, but some may be scheduled on weekend days, depending on student and parent need.

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

1.4.2 STEM Focus for Creativity and Innovation

1.4.2.1 STEM Emphasis in Instruction

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

Math courses provide a comprehensive scope and sequence in an effort to address the diverse skills, interests and backgrounds of all learners. Students are assessed for their current knowledge and skill level and placed in the most appropriate class. Those with little math background are supported with remediation and intervention. Students with a strong background are provided with enrichment opportunities. These students also have the opportunity to participate in the A+ (Advanced STEM) program, which is offered as an elective course and as an after school program. A+ challenges students by preparing them for various regional, state, and international competitions in math, science, and computers. Students can further reinforce the material they learned in math through Technology Integrated Education (TIE) courses.

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

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

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

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

In collaboration with Accord, MSA-Santa Clara Countywide organizes and participates in math and computer programming competitions for elementary and middle school students throughout the county. Through various activities, competition days become a targeted event to arouse student interest. Please see the Section titled “Raise Interest in Math, Science throughout the County” under “Countywide Charter School and Its Benefits” for such competitions and activities, and a partial list of achievements MSA-Santa Clara Countywide students have received in two years.

All MSA-Santa Clara Countywide campuses will offer a variety of after school clubs to students to stimulate their interest in and extend their knowledge of various subjects covered in the classroom. Students who are high achieving in math and science are invited to participate in the A+ program, an advanced math & computer program provided by Accord that is designed to motivate and encourage students in grades 6-12. A+’s condensed program helps students develop their
critical and analytical thinking skills while providing a challenging academic environment. For the 2012-13 school year, MSA-Santa Clara offers the following clubs in STEM areas: First Lego League, Future City, A+ (Advanced Math), A+ (Advanced Computer), and Science Bowl. Through its partnership with Stanford University, Stanford faculty members support MSA-Santa Clara’s STEM programs. The school also involves parents in co-facilitating such after-school programs and activities.

1.4.2 Technology Integrated Education (TIE) ©

Technology Integrated Education (TIE) is a distinguishing program of Magnolia Science Academy-Santa Clara Countywide, integrating Math, Science, Social Science and Language Arts classes with technology education in a fun and comprehensive way.

This unique program includes:

a. Accord’s technology curriculum that provides crucial technology tools and develops critical skills that help students gain acceptance to and graduation from a 4-year university with an S&E major.

b. Core class integration projects that align with the California Content Standards and require higher order learning and improving critical thinking skills.

TIE consists of:

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

The TIE curriculum is based on the National Educational Technology Standards for Students (NETSS) and International/European Computer Driving License (ICDL/ECDL). The ICDL is the world’s leading credential to obtain a job, improve job performance and promotion opportunity.

TIE is designed and developed with a constructivist approach that accommodates different learning theories and practices such as project-based learning, student-centered learning, and differentiated instruction.

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

Differences of TIE from traditional practices

In our contemporary era of technology, every school has computers and claims to use computers in education. However, the important question is how effectively are they used. Research indicates the use of technology in education will result in “good” learning only through successful implementation.¹

All students complete a multi-year, comprehensive, and detailed technology curriculum based on the International Computer Driving License in TIE whereas in the traditional public school setting, only some students in vocational programs pursue a multi-year comprehensive technology curriculum.

Traditionally, technology is used as conveyors of information, communicators of knowledge, or tutors of students. In

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

Technology Integrated Education (TIE) is a significant departure from the traditional way technology in education is used. Technology is employed as cognitive tools in TIE as described by Dr. David H. Jonassen. Cognitive tools refer to the technologies that enhance the cognitive powers of human beings during thinking, problem solving, and learning. Accord is one of the few institutions worldwide working extensively on developing tools for implementation and professional training.

**Benefits of TIE**

*a- Critical Thinking and Higher Order Learning*

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

*b- Generative Processing Of Information*

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

*c- Student-centered*

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

*d- Project-based, hands-on learning*

---

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

e- Differentiated learning

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

f- Autonomous, life-long learning

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

g- Higher student motivation

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

Please see section 1.5.4, "Courses Explained," and Appendix B1, "Technology Integrated Education Program," for MSA-Santa Clara Countywide’s TIE Curriculum.

1.4.2.3 Computer Science Program

In conjunction with the Technology Integrated Education (TIE) instruction, Magnolia Science Academy-Santa Clara Countywide implements Accord’s Computer Science Program. The middle school component of this curriculum aims to provide strong skills in computer literacy and fundamentals of computational thinking in 6th and 7th grades and transitions into conceptual understanding of high school electives in 8th grade. The high school component of the curriculum is composed of computer elective courses and the Advanced Placement Computer Science course.


1.4.3 Life-long Learning

The scale of current economic and social change and the rapid transition to a knowledge-based society are all challenges which demand a new approach to education and training, within the framework of lifelong learning. Lifelong learning is defined as ‘all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.’

Every student has the potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Many students are prone to fail because of lack of vision, or because they do not have necessary assistance and guidance required of their families. The instructional design at MSA-Santa Clara Countywide is prepared so that students

---


2 Source: http://www.esae.org/articles/2007_08_005.pdf
have role models around them to provide vision and guidance. Students are motivated to focus on learning, and gain self-confidence with the discovery of their potential.

MSA-Santa Clara Countywide has a guidance program aligned with American School Counselors Association (ASCA)’s National Model for School Counseling Programs. This program includes following effective means of counseling students in addition to responsive services and individual student planning.

A. High Expectations

Numerous research studies have shown that high expectations yield better results at schools. The No Child Left Behind Act of 2001 (NCLB) requires states, districts, and schools to hold high expectations for all students and work to improve outcomes for low performing groups.

MSA-Santa Clara Countywide expects its graduates to:

- Attend a 4-year college and pursue a career, preferably in STEM fields.
- Possess the qualities and character of educated citizens of the 21st century.

To prepare students for these goals, MSA-Santa Clara Countywide will require:

- A High School Planning project in 8th grade including a presentation to be made to an audience including classmates and parents on their high school planning and coursework.
- A college and career planning project again to be presented to classmates and parents in 10th grade.

B. Guidance Programs

1. Get Ready For Life (GRFL) Program

MSA-Santa Clara Countywide uses the “Get Ready for Life (GRFL)” program designed by Accord. This program contains topics on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, College and Career Awareness and Character Education.

Recognizing the importance of character education, the United States Congress authorized the Partnerships in Character Education Program in 1994. NCLB renewed and expanded the emphasis on character development. The family is the most important place for character and moral education, but public schools are partners with the family.

GRFL is an enrichment course 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.

GRFL 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 GRFL topic of the week to support MSA’s effort to inspire positive principles of conduct in future leaders.

Please see section 1.5.4, "Courses Explained," for more information about MSA-Santa Clara Countywide’s GRFL program.

2. College Prep And Counseling

2.1 College Readiness
MSA-Santa Clara Countywide’s educational program focuses on strengthening basic academic skills in middle school in order to build a solid foundation for the college preparatory program offered in its high school program. MSA-Santa Clara Countywide will offer:

- Courses that meet the University of California’s “a-g” admission requirements
- CollegeEd® - a college planning and career exploration program for middle and high school students
- Advanced Placement (AP) Courses
- Special programs to prepare students for the SAT and ACT tests, such as SAT classes and SAT boot camps
- Special interest classes and clubs, such as web authoring, programming, robotics, debate, journalism, and photography. MSA-Santa Clara Countywide will offer electives and clubs for students interested in pursuing particular disciplines in STEM areas.
- Comprehensive college counseling
- Continuous career counseling, career days, college fairs, and guest speakers
- Use of an online tool to create a multi-year academic plan to track graduation requirements with an opportunity to explore careers and colleges.
- 4-year academic plan, outlining the classes a student will take during their four years of high school.
- Structured after-school academic tutoring

Students are encouraged to begin thinking about professional opportunities through career counseling and exposure to possible careers. In addition, individual tutoring helps identify and nurture the special interests and talents of each student. When students are able to identify career areas early and when the school can provide a focused curriculum that enables them to pursue their interests, their motivation grows.

Every student is provided access to grade level and college preparatory courses. Students are encouraged to take Advanced Placement courses. In addition, MSA-Santa Clara Countywide will provide academic intervention programs to support students who are struggling academically. The academic intervention programs include: structured after-school academic tutoring, CAHSEE preparation course for all 10th grade students, use of small group instruction during intervention classes for students who continue to struggle academically, and learning contracts for students.

MSA-Santa Clara Countywide will offer electives for students interested in pursuing particular disciplines in STEM areas. For example, students who plan to pursue a career in engineering have the chance of taking high-level math classes.

MSA-Santa Clara Countywide will prepare students for college admission tests such as SAT I and SAT II Subject tests. This includes special after-school classes and tutoring.

MSA-Santa Clara Countywide will help high school students that continue to struggle academically by creating a plan that articulates the student's academic standing, course credits, academic path to college, and development of an individualized learning plan, academic intervention plan with benchmarks developed by the student, parent and teacher towards academic progress and proficiency.

Academic interventions at MSA-Santa Clara Countywide are targeted and the staff use data to closely monitor our students’ academic progress. Discussion of each student's progress or lack thereof takes place during department and grade level team meetings, including during SST. The GRFL course curriculum incorporates at least two months towards...
college and career planning, and the schools provide a college-going culture through field trips to colleges/universities, after-school social enrichment programs, culture of high expectations, AP courses, advanced math courses and through our Technology Integrated Education (TIE) and computer courses.

2.2 College Mentorship and Leadership Program (CMLP)

MSA-Santa Clara Countywide uses the “College Mentorship and Leadership Program (CMLP)” designed by Accord. This is a voluntary mentorship program designed to help qualified students to improve their skills in the following areas:

- Academics
- Athletics
- Character Education/Leadership
- Voluntary Public Service

MSA-Santa Clara Countywide believes that students, within a collaborative and cooperative environment, will excel at academics while reaching their full intellectual, mental, physical and emotional potential. CMLP is based on a committed long-term mentor-mentee relationship that encourages and equips students for life-long learning and prepares for admission into top US and World colleges.

Students in the CMLP program sign commitment to the program goals and requirements that include weekly, monthly, and annual benchmarks. Parents will be involved and community resources will be used to implement a successful program. Through this program, students will also be eligible to receive a bronze, silver, or gold Congressional Award. Please see Appendix B7 for the CMLP handbook.

C. Home Visits

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

MSA-Santa Clara Countywide 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.

More than 150 visits to student homes have been conducted by the MSA-Santa Clara staff in the first two years of the school. MSA-Santa Clara staff uses an “Activity Module” in its school information system, i.e., CoolSIS, to plan and record home visits.

---

1 Source: http://crede.berkeley.edu/products/print/pract_briefs/pbi.shtml
D. Field Trips And Guest Speakers For Motivation

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

Visiting a research laboratory, a university campus, and meeting with scientists during these field trips or through guest speakers on campus will motivate the students. Especially when some of these guest speakers or people they meet during field trips share the same culture with students, students will find new role models.

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

MSA-Santa Clara staff organizes a wide variety of field trips that include 6th grade annual visit to Stanford University, 7th & 8th grade annual visits to University of California, Berkeley, and other university visits for high school students. Some examples of guest speakers are professors from Stanford University who have presented to our students on "How to Prepare for Science Olympiad" in 2011 and "Success Under Stress" in 2012.

1.4.4 Accelerated Academic Achievement

The Accord Education Model envisions high academic achievement rooted in the belief that all students can learn and excel. Many students need enhanced academic challenges than what they currently receive, as well as more opportunities to develop their skills and talents. MSA-Santa Clara Countywide strives to provide students with means to reach their full potential.

A. Advanced Placement (AP) Courses

MSA-Santa Clara Countywide will offer Advanced Placement (AP) classes as it expands into the high school grades. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

For the 2012-13 school year, MSA-Santa Clara offers AP Biology to freshmen. The school plans to offer AP Language and Composition, AP Literature, AP Calculus, AP Biology, AP Chemistry, AP Physics, AP US History, AP American Government, AP Economics, and AP Spanish Language in the coming years.

B. Advanced Math Courses

MSA-Santa Clara Countywide students who are enrolled in a grade level math course are on the college-preparatory course path to enroll in Geometry by the 9th grade, Algebra 2 (Trigonometry) in the 10th grade, followed by Pre-Calculus and Calculus, fulfilling the UC math course (B Requirement) upon high school graduation. In addition, MSA-Santa Clara Countywide offers an advanced math course at each grade level for students who are ready to be enrolled in a math course above California Department of Education's expectations. For example; students who are ready will be able to enroll in Algebra 2 (Trigonometry) in the 9th grade, Pre-Calculus in the 10th grade, Calculus in the 11th grade followed by a choice of Probability or Statistics in the 12th grade.
C. A+ (Advanced STEM) Program

A+ is MSA-Santa Clara Countywide’s program for gifted/highly gifted students. This program helps students develop critical and analytical thinking skills while providing them with a motivational and challenging environment of prestigious regional, national, and international math, science and computer competitions. Ultimately, students in this program prepare for the International Olympiads where a group of 4 or 6 students represent each country. The International Olympiads are the most prestigious and most difficult competitions in which high school students can participate.

A+ program is offered through MSA-Santa Clara Countywide’s partnership with Accord that aims to motivate and encourage students to advance their studies and pursue careers in STEM fields. In the A+ 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 A+ math class, students learn creative problem solving strategies.

Through A+ program, MSA-Santa Clara Countywide students prepare for the following competitions:

- International Mathematics Olympiad (IMO)
- International Olympiad in Informatics (IOI)
- USA Math Olympiads (USAMO)
- USA Computing Olympiads (USACO)
- American Mathematics Competitions (AMC-8, AMC-10, AMC-12, AIME)
- MathCounts
- Math League
- Math Olympiads for Elementary and Middle Schools (MOEMS)
- Gauss League (Accord Institute’s Math Competition)
- ACCompete (Accord Institute’s Computer Science Competition)

A+ is offered both as an elective class and after school club at MSA-Santa Clara Countywide. Students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. They get coached by Stanford University faculty and Accord’s A+ program coaches. Please see Appendix B3 for more information about A+ (Advanced STEM) Program.

D. Academic Clubs

Academic clubs are an important extension and integral part of MSA-Santa Clara Countywide’s program. In addition to its rigorous STEM courses, MSA-Santa Clara offers these clubs to give students access to STEM programs early on. For the 2012-13 academic year, these academic clubs include First Lego League, Future City, A+ (Advanced Math), A+ (Advanced Computer), and Science Bowl clubs. Through these clubs, students 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
1.5 CURRICULUM

The school leadership and faculty of the campuses of MSA-Santa Clara Countywide ensure that all students are 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-Santa Clara Countywide will adopt and transition to the Common Core State Standards (CCSS) which were developed through a state-led initiative to establish consistent and clear education standards for English-language arts and mathematics that would better prepare students for success in college, career, and the competitive global economy. MSA-Santa Clara Countywide collaborates with Accord in reviewing and revising all curricula to ensure it is aligned to the common core standards and ready for implementation when common core standardized testing is in place.

MSA-Santa Clara Countywide 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. In keeping with the STEM emphasis at Magnolia Science Academy-Santa Clara Countywide, advanced courses are available in these subjects. Please see Section 1.4.2, titled “STEM Focus for Creativity and Innovation,” for further details.

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 foreign language will also be encouraged to study works written in that language, e.g., Spanish. The curriculum incorporates a period of sustained silent reading as part of the daily curriculum. Accelerated Reader © by Renaissance Learning is utilized to personalize reading practice to each student’s current level, maximizing its effectiveness.

Social science courses use inquiry-based and topics involve 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.

As part of its art curriculum, MSA-Santa Clara Countywide will offer courses and clubs in 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), Design on the Frontier (simulated quilt construction in the eighth grade American History course), 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.

Writing serves as an important vehicle for learning, and MSA-Santa Clara Countywide students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that every student must be able to

---

1 Source: http://www.ncss.org/positions/powerful
express themselves clearly through writing in every subject. As the common core writing standards phrase it, “For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.”

MSA-Santa Clara Countywide teachers develop curriculum maps at the beginning of each school year, clearly defining the course objectives with an alignment to California content standards and the academic needs of our students based on CST and MAP test results. They develop weekly lesson plans that include clearly outline objectives, use of academic language, use of various instructional strategies, and assessments that check for understanding. The lesson plans are submitted to the School Administration for review and feedback prior to implementation.

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

To implement the MSA-Santa Clara Countywide curriculum most effectively, teachers design 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-Santa Clara Countywide teachers use a wide variety of effective instructional strategies 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.

1.5.1 Textbooks, Instructional Materials and Activities

MSA-Santa Clara Countywide utilizes California State Board of Education adopted instructional materials per related California Education Codes. Textbooks are specified in Appendix B4 “Curriculum and Course Descriptions” for MSA-Santa Clara Countywide. The Central Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Textbooks are specified in the Course Description Guide included as Appendix B4 for MSA-Santa Clara Countywide.

1.5.2 Middle School Curriculum

In grades 6 through 8, students are required to take core courses 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: Languages Other than English, Visual and Performing Arts, Physical Education/Health, Computers and Technology, Math/ELA Enrichment, Get Ready For Life (GRFL), Sustained Silent Reading (SSR), and other elective courses that students can choose from.

Please see section 1.5.4, “Courses Explained,” and Appendix B4, “Curriculum and Course Descriptions,” for more information about the curriculum.

1 Source: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
1.5.3 High School Curriculum

One of the cornerstones of MSA-Santa Clara Countywide’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-Santa Clara Countywide 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. Please see Section 2.3, titled “Graduation Requirements,” for a list of required high school courses for graduation.

Please see section 1.5.4, “Courses Explained,” and Appendix B4, “Curriculum and Course Descriptions,” for more information about the curriculum.

1.5.4 Courses Explained

Magnolia Science Academy-Santa Clara Countywide’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

In grades 6 through 8, students are required to take core courses in History/Social Science. In high school, students are required to take at least three years of History/Social Science, including World History, U.S. History, and American Government/Economics.

B. English

In grades 6 through 8, students are required to take core courses in English. In high school, students are required to take four years of approved courses in English.

C. Mathematics

In grades 6 through 8, students are required to take core courses in Mathematics. In high school, students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation. Please see section 1.4.4 “Accelerated Academic Achievement” for “Advanced Math Courses.”

D. Science

In grades 6 through 8, students are required to take core courses in Science. In high school, 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.

E. Languages Other Than English

In grades 6 through 8, students may be offered languages other than English as elective courses. In high school, students
are required to take at least two years of a language other than English in the same language; three years are recommended.

F. Visual and Performing Arts

In grades 6 through 8, students may be offered visual and performing arts courses as elective. In high school, 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.

G. Electives

In grades 6 through 8, students may be offered a variety of elective courses depending on student needs/demands and availability of teachers and resources. In high school, 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 and Performing Arts, Life Skills/Health, and Computer and Technology.

H. Physical Education/Health

In grades 6 through 8, students may be offered Physical Education/Health courses as elective. In high school, students are required to take two years of Physical Education before graduation unless exempted pursuant to the provisions of the related Education Code.

During Physical Education courses students will be given the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging. In the Health portion of the curriculum, students will have the opportunity to develop the skills necessary for maintaining a healthy lifestyle.

I. Computers and Technology

In grades 6 through 8, students may be offered Computers and Technology courses as elective. For the 2012-13 school year, these electives include Computer Literacy, Computer Programming, Digital Art, and Robotics. In high school, students are required to take one year of Computers and Technology courses before graduation.

I.1 TIE Curriculum

TIE 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.

The set of essential technology skills are derived from the syllabus of International Computer Driving License (ICDL). The ICDL is the world’s largest end-user computer skills certification program, with more than 20,000 test centers, 7 million students and 2 million certificate holders in 146 countries including the United States. It is a globally recognized credential that certifies an individual as competent in using computers and covers all the computer skills that students need to have to be successful in college and at work. It provides a superior syllabus that is uniquely validated to ensure that it is always relevant, up-to-date, and meaningful.

---

1 MSA-Santa Clara offers electives for students interested in pursuing particular disciplines in STEM areas. For the 2012-13 school year, these electives include Computer Literacy, Computer Programming, Digital Arts, Robotics and AP Biology courses. MSA-Santa Clara will also seek to partner with colleges and universities for elective courses.
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.

High school TIE/Computer Science courses include Digital Arts, Web Authoring, Desktop Publishing, Introduction to Programming, AP Computer, and Advanced Office, which aims to provide students with perspective to understand the IT careers such as Computer Programmer, Graphic Designer, Web Developer, Computer Scientist, etc.

In addition, Accord’s A+ (Advanced STEM) Program offers in-depth advanced algorithms and programming studies for more interested and gifted students. The A+ 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.

Design

6th and 7th Grades

Students will work on TIE activities that teach essential technology skills through integration with content from Math, Science, English, and Social Science.

8th Grade

Students will work on entry-level projects that introduce the topics of high school computer courses, as well as integration projects that involve content from core classes. After completing these classes, students make informed decisions on selecting high school computer courses.

High School

High school computer courses introduce advanced topics that relate to IT careers. At high school level, integration continues at an advanced level using skills such as programming, animation, and web authoring as cognitive tools.

Integrating Computers into Core Classes

As mentioned above, integration projects address NETSS and California content standards and will lead students to higher order learning. For example;

- students create a flash animation of DNA replication
- students create an interactive flash simulation of springs in a space with gravity
- students use digital art to make a poster of complex molecules
- students use online survey tools to collect information about other students’ favorite celebrities and form a database to analyze their roles in students’ way of dressing
- students collect data from recent census records into a database and plot demographic and other changes on maps using colors
students write a program that simulates spread of a disease
students write a program that produces pattern images of multiple-slit light interference through simulation of light as particles based on parameter values given by the user

I.2 Computer Science Curriculum

In conjunction with the Technology Integrated Education (TIE) instruction, Magnolia Science Academy-Santa Clara Countywide implements the Accord Institute Computer Science curriculum, which complies with Computer Science Teachers Association (CSTA)’s ‘A Model Curriculum for K-12 Computer Science.’ This model has four levels:

<table>
<thead>
<tr>
<th>Recommended Grade</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>Level I-Foundations of Computer Science</td>
</tr>
<tr>
<td>9 or 10</td>
<td>Level II-Computer Science in the Modern World</td>
</tr>
<tr>
<td>10 or 11</td>
<td>Level III-Computer Science as Analysis and Design</td>
</tr>
<tr>
<td>11 or 12</td>
<td>Level IV-Topics in Computer Science</td>
</tr>
</tbody>
</table>

MSA-Santa Clara Countywide Computer Science curriculum is one step ahead of the above chart since Level I and a big portion of the Level II topics are already covered in the middle school TIE program. Level III and IV topics are covered in high school. For the gifted students who are ready for an accelerated program, MSA-Santa Clara Countywide offers the A+ (Advanced Computer) curriculum in middle school where topics in Level III, IV and above are covered.

The following summarizes Accord’s Computer Science curriculum:

- 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 with the higher results in the assessment exam.
- 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. Accord Institute currently provides the following elective course packages:
  - Introduction to Programming
  - Digital Arts
  - Web Authoring
  - Desktop Publishing
- Elective courses can be given in any grade; however, the recommended sequence is as provided above. ‘Introduction to Programming’ course, developed by the Accord Institute, corresponds to the ‘Computer Science: Principles’ course, which is currently a pilot course being developed by the College Board as an AP course. This introductory course will be a prerequisite for the ‘AP Computer Science’ course.

Please see Appendix B2 for more information about MSA-Santa Clara Countywide’s “Computer Science Program.”

J. A+ (Advanced STEM) Program

As explained in section 1.4.4, "Accelerated Academic Achievement," A+ is MSA-Santa Clara Countywide’s program for gifted/highly gifted students. 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.

A+ is offered both as an elective class and after school club at MSA-Santa Clara Countywide. 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 Stanford University faculty and Accord Institute’s A+ program coaches.

Please see Appendix B3 for MSA-Santa Clara Countywide’s A+ (Advanced STEM) curriculum, guidelines, and handbooks.

K. Advanced Placement (AP) Courses

As explained in section 1.4.4, “Accelerated Academic Achievement,” MSA-Santa Clara Countywide will offer Advanced Placement (AP) classes as the school expands into the high school grades. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

For the 2012-13 school year, MSA-Santa Clara offers AP Biology to freshmen. Depending on student needs and interests, the school plans to offer AP Language and Composition, AP Calculus, AP Biology, AP Chemistry, AP Physics, AP Computer Science, AP World History, AP US History, AP American Government, AP Economics, and AP Spanish Language in the coming years.

L. Math/ELA Enrichment/Intervention Classes

As explained in section 1.4.1, “Data Driven Design,” we believe that early intervention is a must. MSA-Santa Clara Countywide quickly identifies 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 are identified through multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education’s website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests.

For students achieving substantially below grade level in math or English, MSA-Santa Clara Countywide offers Math/ELA Enrichment/Intervention classes. Teachers use educational materials that provide review and re-teach programs. McGraw Hill’s Acuity program, Holt McDougal Publisher’s resources, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program 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 California content standards/framework which have not been achieved.

M. Get Ready For Life (GRFL) Curriculum

As explained in section 1.4.1, “Life-long Learning,” MSA-Santa Clara Countywide uses the “Get Ready for Life (GRFL)” program designed by Accord. This program contains topics on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, College and Career Awareness and Character Education.

Throughout the GRFL course offered at MSA-Santa Clara Countywide, we put into practice a well-structured character education plan through the GRFL class, announcements, quotes displayed on the board, special events and activities, and curriculum integration. The GRFL program addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including: Bullying, Cyber bullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

GRFL is an enrichment course that provides students with valuable skills to excel academically and socially in the 21st century. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology engage students in the course content.

Lesson plans include exemplary stories, effective PowerPoint presentations on character traits such as trustworthiness and integrity, skits by students and community activities such as nursing home visits. Parents are regularly informed about the topic of the week to ensure that they also be involved in our effort to inspire positive principles of conduct in our future leaders. Approximately every month there is a different topic that is discussed.

Please see Appendix B6 for an illustration of MSA-Santa Clara Countywide’s “Get Ready For Life (GRFL)” course content through a weekly schedule.

N. Sustained Silent Reading (SSR)

MSA-Santa Clara Countywide provides daily Sustained Silent Reading (SSR) and utilizes the Accelerated Reader program by Renaissance Learning. The classrooms are 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.

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.

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.

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.

For MSA-Santa Clara Countywide, the the goals of the STAR Reading and AR programs are:

---

1. Yoon, Jun-Chae, "Three Decades of Sustained Silent Reading: A Meta-Analytic Review of the Effects of SSR on Attitude toward Reading" Reading Improvement, v39 n4 p186-95 Win 2002
2. Akmal, Tariq T. “Ecological Approaches to Sustained Silent Reading: Conference, Contracting, and Relating to Middle School Students” Clearing House, v75 n3 p154-57 Jan-Feb 2002
- 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
- Assessment results are used to inform Response to Intervention (RTI) strategies by all teachers.

O. Community Service

MSA-Santa Clara Countywide 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.

Please See Appendix B4 for more information about “Curriculum and Course Descriptions.”
1.6 STUDENTS WITH SPECIAL NEEDS

1.6.1 Special Education Program Overview

MSA-Santa Clara Countywide shall comply with all applicable requirements of federal and state law concerning the education of children with disabilities, including the requirements of the Individuals with Disabilities in Education Improvement Act ("IDEIA," 20 U.S.C. § 1401 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.). The School shall implement a Student Study Team Process (SST), a regular education function, to monitor and guide referrals for Section 504 and Special Education services. The School shall send written notice to the SCCOE at least ten (10) days prior to each upcoming SST meeting. The facilities to be utilized by MSA-Santa Clara Countywide shall be accessible for all students with disabilities. All students will be given equal access to the MSA-Santa Clara Countywide regardless of disabilities. MSA-Santa Clara Countywide will not discriminate against any student based upon disabilities. MSA-Santa Clara Countywide will offer a free appropriate public education ("FAPE") to all students.

1.6.2 Section 504 of the Rehabilitation Act

MSA-Santa Clara Countywide recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MSA-Santa Clara Countywide. 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 (where appropriate) 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 site administrator 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.

1.6.3 SELPA Membership and Supervision

The School is currently designated as a public school of the SCCOE for special education services. The School reserves the right to apply to any Special Education Local Plan Area (SELPA) in the state to operate as a local educational agency within the SELPA. If the School chooses to leave the SCCOE SELPA, the School will give a written one year notice of its intent to leave the SCCOE SELPA as required by California law. If the school is admitted to a SELPA, and submits evidence of such admission to the SCCOE by March 15th, the School shall be designated as a public school of the SCCOE. If this occurs, MSA-Santa Clara Countywide will become its own Local Education Agency ("LEA") in accordance with Education Code Section 47641(a) and will adhere to all the requirements of being an LEA. If MSA-Santa Clara Countywide does become its own LEA, it will be responsible for hiring the necessary special education personnel to provide all services needed to the special education students attending MSA-Santa Clara Countywide. MSA-Santa Clara Countywide agrees that any change in the School's SELPA affiliation shall require written notification to and approval from the SCCOE. MSA-Santa Clara Countywide has consulted with the Santa Clara County SELPA Director regarding special education responsibilities of the Charter and application of SELPA policies.

Each affiliate site will be required to comply with MSA-Santa Clara Countywide’s SELPA Local Plan and state and federal law in identifying, assessing, and serving its eligible special education students. All eligible students under the IDEIA will have an Individualized Education Program (“IEP”) which meets all applicable legal requirements and is reasonably calculated to confer educational benefit in the least restrictive environment. MSA-Santa Clara Countywide will ensure its affiliate sites maintain strict compliance and perform all corrective actions deemed necessary by Magnolia Science Academy-Santa Clara Countywide charter school managers and/or the SELPA. The oversight of the special education programs at MSA-Santa Clara Countywide affiliate sites will be provided by MSA-Santa Clara Countywide's special education director, who will have extensive administrative experience in the area of special education service delivery and in state and federal statutes and regulations. Additionally, each affiliate site will be required to demonstrate an adequate capacity to provide special education students with a free and appropriate public education. Working in close collaboration with MSA-Santa Clara Countywide staff, each affiliate site will develop an annual special education budget, hire necessary personnel, contract for appropriate services and document the qualifications and competency of site
administrative staff to meet special education quality and compliance requirements.

MPS’ Special Education director will be accessible to the sites through personal school site visits/reviews as well as video and telephone conferencing. Specific and targeted staff development opportunities will also be provided by MSA-Santa Clara Countywide staff and the MSA-Santa Clara Countywide’s SELPA during the summer professional development workshops hosted by Magnolia Public Schools. Additionally, the California Special Education Management Information System (CASEMIS) information will be reviewed by MSA-Santa Clara Countywide’s Special Education Director at least monthly for each affiliate school site to insure compliance with state and federal statutes, reporting requirements, and timelines. Periodic staff development will also be provided to affiliate schools to address local needs, review changes in the law, and introduce promising educational interventions.

All affiliate sites of MSA-Santa Clara Countywide will comply with the following assurances:

1.6.4 Most Appropriate and Least Restrictive Programs
Magnolia Science Academy-Santa Clara Countywide will comply with the federal requirement of offering and maintaining the least restrictive environment (LRE) for students with disabilities. This means that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of accommodations, modifications, and related services is no longer reasonably calculated to provide a free appropriate public education.

1.6.5 IEP Design, Implementation and Review
The school will have a Student Study Team (“SST”) as part of the general education program and as part of the IDEIA child search/find requirements, as a vehicle of exhausting all general education possibilities before a student is referred for a special education evaluation by school personnel. However, the SST shall not be used to delay assessment of a pupil after parent request.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through the “child find” process. Each affiliate site shall assure that all students with disabilities are identified, located and evaluated in accordance with applicable law.

Instructional staff will be instructed about the characteristics of special education handicapping conditions and referral procedures. If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting student needs. In addition, every three years, student progress will be reassessed and the IEP reviewed in accordance with applicable law unless otherwise agreed upon by MSA-Santa Clara Countywide and the parent/guardian. Magnolia Science Academy-Santa Clara Countywide shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not
being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year.

1.6.6 Procedural Safeguards
MSA-Santa Clara Countywide shall ensure that parents receive procedural safeguards as required by law to ensure parents are informed of their rights under state and federal law.

1.6.7 Confidentiality
Each affiliate site shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.

1.6.8 Personnel Standards
Each affiliate site shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.

1.6.9 Participation in Assessments
Each affiliate site shall assure that students with disabilities are included in general State-wide assessment programs with appropriate accommodations, when required by applicable law.

1.7 LOW ACHIEVING STUDENTS
MSA-Santa Clara Countywide identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. The School uses multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education’s website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests for identification. Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. Individual and small group tutoring as well as homework clubs are also available. Low achieving students’ progress is quantitatively measured through MAP, Acuity, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year’s academic progress within the school year.

Please see section 1.4.1, "Data Driven Design," for more information.

1.8 HIGH ACHIEVING STUDENTS
MSA-Santa Clara Countywide will offer a broad range of academic learning opportunities to high-achieving, gifted, and talented students. 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 may be 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.

High-achieving students will also learn computer programming and will be able do science fair projects. Besides recreational after school clubs, there will be advanced study groups in STEM areas available for high achieving students.

Please see Section 1.4.4, "Accelerated Academic Achievement," for more information.
1.9 ENGLISH LEARNERS

MSA-Santa Clara Countywide will meet all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). MSA-Santa Clara Countywide 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-Santa Clara Countywide, 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.

2- Assessment: Students from homes where a language other than English is spoken will be evaluated first through the Fall MAP test (administered in the first two weeks of the school year with results arriving in 24 hours) to determine their level of proficiency in English, and with the California English Language Development Test (CELDT) (within thirty 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 ELD level, along with scores on California Standards Test (CST) in English-Language Arts (ELA), Measures of Academic Progress (MAP) tests, teacher observation, and optional parent input as secondary factors.

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, and mathematics each student has mastered and which skills the student still needs remedial support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate RIT* scores that can project an equivalent performance level on the California Standards Test (CST) based on student performance in each of the sub-tests administered.

1 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.

* 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
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.

NWEA MAP tests are administered three times a year. MPS generates reports from NWEA 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. 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.

3- Parent Notification: The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

4- Placement: Depending on the assessment results, the School admin, 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.

B. Implementation and Programs

Based on the assessment results and the EL Coordinator’s evaluation the English Learners will be placed in either Structured English Immersion Program or Mainstream English Instructional Program. Students who perform below the 30th percentile rank in the Reading and Language Usage sections of the MAP test and/or at CELDT levels 1-3 will be placed in Structured English Immersion Program. Students who perform above the 30th percentile rank and/or at CELDT levels 4-5 will be placed in Mainstream English Instructional Programs.

Structured English Immersion 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:

- Daily extra 50 minutes of structured English Language Development program during the Enrichment blocks of the School schedule will be provided through Specially Designed Academic Instruction in English methodology, utilizing standards-based materials and supplemental materials.
- Inclusion: All EL students will continue to receive regular 50 minutes of ELA classes during the day.
- Access to instruction in all curricular areas aligned to content standards
- Differentiated instruction in reading, writing, math, science, and social science
- 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

**Mainstream English Immersion 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.

MPS EL plan provides a content-based EL program during whole class instruction. Teachers draw on the EL components of the Language Arts curriculum. During whole class instruction teachers 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 create an educational environment that fosters language acquisition through content based lessons. Small group intervention is provided. All teachers will be trained in Specifically Designed Academic Instruction in English (“SDAIE”) techniques.

Teachers work on simplifying classroom materials using SDAIE methods in a predominantly English speaking setting. When needed, teachers 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.

Teachers will employ the following strategies to help their students:

- 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.
- Write homework assignments on the board.
- 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 pictures, objects 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.
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.

C. Monitoring Student Progress

Students in the Structured Immersion Program will be continuously (weekly or bi-weekly) assessed through Renaissance’s Star Reading tests during the Enrichment/Intervention hours.

Other assessments to monitor student progress include NWEA MAP tests, Rosetta Stone, Holt McDougal Publisher’s resources, Accelerated Reader and teacher created assessments. These allow teachers to monitor the progress of students who are achieving below grade level in English and provide software generated tests and personalized instruction based on California content standards/framework which have not been achieved. ELs’ progress will be measured through satisfactory grades and scores in the following table:

<table>
<thead>
<tr>
<th>Beginning of Year</th>
<th>Weekly</th>
<th>Quarterly</th>
<th>Year-End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language Survey</td>
<td>Renaissance STAR Reading Tests</td>
<td>Progress Reports with grades and teacher comments</td>
<td>California Standards Test (CST)</td>
</tr>
<tr>
<td>MAP Test-1</td>
<td>Weekly Tests and Quizzes</td>
<td>MAP Tests</td>
<td>NWEA MAP Tests</td>
</tr>
<tr>
<td>CELDT</td>
<td>McGraw Hill-Acuity’s standards-based formative assessments (Grades 6-8)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Staff Qualifications & Professional Development

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

In addition to ongoing professional development activities, MPS provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MPS 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 MPS staff continues to revisit for professional development. MPS staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learner 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.

E. Evaluation of Program Effectiveness

The School will use NWEA MAP assessment data, CST data, and CELDT results to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer at the Magnolia Public Schools Central Office (MPSCO) will evaluate the assessment data for all MPS schools.

School admin team will be required to:
• Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE and/or primary language instruction or support
• Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
• Conduct regular classroom walkthroughs to ensure that ELD and SDAIE instruction or support are being delivered in the manner outlined in the English Learner Master Plan
• Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
• Utilize multiple sources of data to monitor EL program implementation
• Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
• Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE and/or primary language instruction or support
• Ensure that interventions are designed and delivered consistent with the Master Plan
• Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring
1.10 COMMUNICATION TO PARENTS AND STUDENTS REGARDING THE TRANSFERABILITY OF COURSES

MSA-Santa Clara Countywide existing site will have its scheduled site visit by WASC in the spring of 2013. Additional sites will seek WASC accreditation no later than their second year of operation. MSA-Santa Clara Countywide will inform parents and students through the school newsletters and school meetings about the transferability of the courses taken at MSA-Santa Clara Countywide to another institution. The annual student/parent handbook for each site will also inform parents and students of transferability of courses.

1.11 REPLICATION

As of 2012, Magnolia Public Schools (MPS) has already successfully replicated its educational program and philosophy at 12 locations including Santa Clara County. The following steps are taken for successful replication:

- Magnolia Foundation Executive Office (MFEO) Support and Supervision: Please see section 5.2.
- Professional training and follow-up by Accord
- 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.
- Magnolia Foundation’s weekly meetings: School principals and Magnolia Foundation officers will hold weekly meetings to oversee the entire replication process.
ELEME N T 2: MEASURABLE PUPIL OUTCOMES

Governing Law: 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. Education Code Section 47605.6(b)(5)(B).

To better serve the students and the community, MSA-Santa Clara Countywide will continue to examine and update the following list of 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-Santa Clara Countywide will submit those changes to the SCCOE as an update to the charter. MSA-Santa Clara Countywide shall pursue the following measurable pupil outcomes:

- Meet or exceed the academic performance index growth target annually
- Meet adequate yearly progress ("AYP") targets as defined under the No Child Left Behind Act ("NCLB")
- A similar school ranking of 8 or above in the year prior to charter renewal or two of the last three years prior to charter renewal
- Graduation rate of more than 98%; dropout rate of less than 2%
- 10th grade CAHSEE passing rate of more than 90% during the first test administration of the year
- Student attendance rate of at least 95%
- An expectation that 100% of our graduates will secure admission to an institution of higher education. At least 60% of those graduates will secure admission to a 4-year institution.
- Additional targets as detailed in sections 2.4, 2.5, 2.6, and 2.7

Please see Appendix A1, titled “Self-Reflection,” to see the progress the School has made towards meeting these goals.

2.1 GRADING, PROMO TION, AND GRADUATION

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MSA-Santa Clara Countywide 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.

MSA-Santa Clara Countywide 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 AP and approved college courses.

2.1.1 Middle School Grade Promotion

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 courses during summer. Students who attend MPS IHSP will receive a maximum grade of “C”. Student transcripts will be updated to include summer grades and GPA will be recalculated.

2.1.2 High School Grade Promotion

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.

2.2 GRADUATION REQUIREMENTS

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

Currently, 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-Santa Clara Countywide. MSA-Santa Clara Countywide 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. (The advanced and honors diploma types will apply to the class of 2017 – students who are entering the 9th grade during the 2013-14 school year.)
Students will be required to pass the California High School Exit Exam (CAHSEE) in order to receive a MSA-Santa Clara Countywide Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

MSA-Santa Clara Countywide math requirements are threefold:

- **Credit requirements:** MSA-Santa Clara Countywide 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-Santa Clara Countywide 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 Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

- **Course requirements:** Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

MSA-Santa Clara Countywide 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.
Table 1 – MSA-Santa Clara Countywide Charter Petition Graduation Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Minimum Course Requirements</th>
<th>Sample Elective Courses*</th>
<th>STANDARD Diploma</th>
<th>ADVANCED Diploma</th>
<th>HONORS Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) English</td>
<td>Four years of approved courses</td>
<td>Creative Writing, Journalism, Public Speaking, AP English Language and Composition</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>(c) Mathematics</td>
<td>Three years, including Algebra I, Geometry, Intermediate Algebra (Algebra II) (Four years recommended)</td>
<td>Trigonometry, Probability and Statistics, Pre-Calculus, AP Calculus AB, AP Calculus BC, AP Statistics</td>
<td>30</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>(d) Science</td>
<td>Two years with lab required; lab chosen from Biology, Chemistry, Physics (Three years recommended)</td>
<td>Earth Science, Environmental Science, Marine Biology, AP Biology, AP Chemistry, AP Physics B, AP Physics C</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>(e) Language Other Than English</td>
<td>Two years in same language required. (Three years recommended)</td>
<td>Spanish-1, Spanish-2, Spanish-3, Spanish-4, AP Spanish Language, Other world languages offered by the School</td>
<td>20</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>(f) Visual &amp; Performing Arts</td>
<td>One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art</td>
<td>Art, Drama, Multimedia, Music, Photography, Web Design &amp; Graphic Arts</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>(g) Electives*</td>
<td>20 or 30 credits of electives required depending on diploma type.</td>
<td>Additional courses in History/Social Science, English, Mathematics, Science, Language Other Than English, Visual &amp; Performing Arts and Computers &amp; Technology</td>
<td>30</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Two years required.</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Credits</strong></td>
<td></td>
<td></td>
<td>210</td>
<td>230</td>
<td>240</td>
</tr>
<tr>
<td>AP Course / College Credit Requirements</td>
<td>AP * or college courses can be taken to meet minimum course requirements or as elective.</td>
<td>N/A</td>
<td>20</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Other Requirements</td>
<td>California High School Exit Exam</td>
<td>Minimum Cumulative GPA</td>
<td>2.00</td>
<td>3.25</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Required Service Learning Hours</td>
<td>N/A</td>
<td>40 hrs.</td>
<td>40 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

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

MSA-Santa Clara Countywide is aware of the importance of meeting API targets. It will aim to increase the API continuously by at least the amount required by the state and NCLB. To reach this goal, MSA-Santa Clara Countywide will strive for continuous school-wide improvement. As discussed above, MSA-Santa Clara Countywide has a standards-based curriculum, which will help bolster student performance on California Standards Tests. MAP Tests will help MSA-Santa Clara Countywide refine instruction to achieve its targets.

Please see Appendix A1, titled “Self-Reflection,” to see the progress the School has made towards meeting API targets.

2.4 Schoolwide Goals

MSA-Santa Clara Countywide recognizes that student academic achievement and growth are significantly influenced by student conduct, attendance, parental involvement, and the dropout rate. MPS has established a well-disciplined school at MSA-Santa Clara Countywide with extensive parental involvement and will maximize a class attendance average of 95% or higher, and a dropout rate of less than 2%.

The following table is a summary of measurable student outcomes in each of the academic areas of the curriculum that will provide key data about the efficacy of MSA-Santa Clara Countywide'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.

2.4.1 Academic Student Outcome Goals

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Student Outcome Goals</td>
<td>- Students will demonstrate improvement on standardized tests and will compare favorably with schools that have similar student populations in terms of race, gender, and socio-economic status.</td>
<td>- State-mandated tests (e.g., CST) (all grades)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- California Assessment Test 6th Edition (CAT-6) (Grade 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- School-designed tests (all grades)</td>
</tr>
<tr>
<td>Core Academic Skills (Science)</td>
<td>- A grade of “C” or better (which is equivalent to a “proficient” performance level) in the content areas outlined in the California Content Standards.</td>
<td>- Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.</td>
</tr>
<tr>
<td></td>
<td>- Work individually and on a team, using scientific inquiry and skills and the scientific method to ask and answer questions about the physical world.</td>
<td>- State-mandated tests aligned to standards (e.g., CST) (grades 6 – 11)</td>
</tr>
<tr>
<td></td>
<td>- Use critical thinking skills to analyze scientific problems and reach conclusions.</td>
<td>- Portfolios of student work, reports and/or exhibits scored by the teacher using rubrics.</td>
</tr>
<tr>
<td></td>
<td>- Effectively communicate results verbally and in writing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Be aware of the range of careers available in science.</td>
<td></td>
</tr>
<tr>
<td>Curricular Focus</td>
<td>Measurable Outcomes</td>
<td>Assessment Tools</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Core Academic Skills (Mathematics)| ▪ A grade of "C" or better (which is equivalent to a "proficient" performance level) in the content areas outlined in the Curriculum Content Standards for California  
▪ Ability to solve test-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.                                                                                      | ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.  
▪ State-mandated tests aligned to standards (e.g., CST)  
▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.  
▪ MAP Testing                                                                                                                                 |
| Core Academic Skills (Language Arts)| ▪ 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.                                                                                                                             | ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.  
▪ State-mandated tests aligned to standards (e.g., CST)  
▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.                                                                                                                                 |
| Core Academic Skills (History - Social Science)| ▪ 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.                                                                                                     | ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.  
▪ State-mandated tests aligned to standards (e.g., CST)  
▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.                                                                 |
| Core Academic Skills (Computers and Technology)| ▪ Use the Internet for research and information retrieval.  
▪ Use technology for data acquisition.  
▪ Use technology for communication.  
▪ Effectively use applications such as word processors and spreadsheets.  
▪ Write code to solve simple problems.                                                                                                               | ▪ School- and/or teacher-developed assignments, tests, and activities  
▪ Portfolios, presentations and/or exhibits of student work                                                                                                                                                  |
| Core Academic Skills (Visual and Performing Arts)| ▪ Understand the history of art  
▪ Appreciate art and artistic expression  
▪ Understand the connections among the different forms of artistic expression  
▪ Use materials to create art.  
▪ Demonstrate artistic skills to express and communicate imaginative responses to experiences.  
▪ Apply design elements and principles.                                                                                                             | ▪ School- and/or teacher-developed assignments, tests, and activities  
▪ Portfolios, presentations, peer competitions and/or exhibits of student work                                                                                                                             |
| Core Academic Skills (Foreign Language)| ▪ Proficiency in speaking in the foreign language  
▪ Proficiency in reading standard texts in the foreign language  
▪ Proficiency in writing in the foreign language.                                                                                                    | ▪ Publisher-developed assignments and tests  
▪ School- and/or teacher-developed assignments, tests, and activities                                                                                                                                 |
Measurable outcomes and assessment tools are important to tracking performance progress. The principal, staff, and teachers will be held accountable by the Magnolia Public Schools Board of Directors for meeting outcome goals. Benchmark skills and specific classroom-level skills will be updated annually.

Please see Appendix A1, titled “Self-Reflection,” to see the progress the School has made towards meeting these goals.

2.4.2 Non-academic Student Outcome Goals

<table>
<thead>
<tr>
<th>Skills</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, Collaboration and Cooperation</td>
<td>▪ Incorporate personal management skills on a daily basis.</td>
<td>▪ End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>▪ Effective participation in group decision-making processes.</td>
<td>▪ Teachers’ comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>▪ Work cooperatively with others and be a team player in achieving group goals.</td>
<td>▪ Assignments, tests and activities in Character Education, Life Skills, College</td>
</tr>
<tr>
<td></td>
<td>▪ Ability to assume leadership in group tasks.</td>
<td>Prep and other classes.</td>
</tr>
<tr>
<td>Self-assessment and Reflection</td>
<td>▪ Describe, analyze and prioritize personal skills and interests that they want to</td>
<td>▪ Portfolios of student work, reports and/or exhibits including group assignments.</td>
</tr>
<tr>
<td></td>
<td>develop.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe and effectively use the personal qualities they possess that make them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>successful members of their school and community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Recognize their intelligence types and personal learning styles and employ those</td>
<td></td>
</tr>
<tr>
<td></td>
<td>styles in their learning and personal development.</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 – Representative measurable student outcomes and assessment tools in non-academic areas
<table>
<thead>
<tr>
<th>Skills</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>• Set positive academic and non-academic goals.</td>
<td>• End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>• Apply goal-setting skills to promote academic success.</td>
<td>• Teachers' comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>• Set post-secondary goals with action steps, timeframes, and evaluation criteria.</td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
</tr>
<tr>
<td></td>
<td>• Identify the skills and credentials required for a particular profession and prepare accordingly.</td>
<td>• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>• Implement stop, think, and act strategies in solving daily life problems.</td>
<td>• End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td>and Problem Solving</td>
<td>• Generate alternative solutions to problems and predict possible outcomes.</td>
<td>• Teachers' comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>• Apply the steps of systematic decision-making in school and life.</td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
</tr>
<tr>
<td></td>
<td>• End of semester teacher evaluations on student behaviors.</td>
<td>• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Teachers' comments entered into the Student Information System, CoolSIS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Portfolios, presentations and/or exhibits of student work</td>
<td></td>
</tr>
<tr>
<td>Self-discipline</td>
<td>• Implement a plan to meet a need or address a challenge based on personal strengths and available support from others.</td>
<td>• End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>• Explore career opportunities based on their identified interests and strengths.</td>
<td>• Teachers' comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>• Show self-esteem based on accurate assessment of self.</td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
</tr>
<tr>
<td>Citizenship</td>
<td>• Personal honesty and integrity.</td>
<td>• Portfolios, presentations, peer competitions and/or exhibits of student work</td>
</tr>
<tr>
<td></td>
<td>• Courage to express their views.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Love, respect and loyalty to the United States of America.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding and tolerance towards other societies in the world.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participate in multicultural and cross-cultural activities.</td>
<td></td>
</tr>
</tbody>
</table>

Please see Appendix A1, titled “Self-Reflection,” to see the progress the School has made towards meeting these goals.
ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

**Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. *Education Code Section 47605.6(b)(5)(C).*

MSA-Santa Clara Countywide will use multiple measures to assess student and the school progress towards meeting the goals described in the previous section. Assessments will be aligned to the school's mission, exit outcomes and the curriculum. This section describes these assessment methods. Results of these assessments will be used to facilitate continuous improvement of the programs offered at each school site. MSA-Santa Clara Countywide will conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

### 3.1 ACADEMIC AREAS

The measures that will be used to assess student progress include all state-mandated standardized tests such as the Standardized Testing and Reporting (STAR) tests. MAP testing will be utilized to measure student progress three times a year. As explained in section 1.4.1, “Data Driven Design,” students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education’s website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill’s Acuity program software, Holt McDougal Publisher’s resources, and Accelerated Math program 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 California content standards/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.

### 3.2 STANDARDIZED TESTS

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

MSA-Santa Clara Countywide will use STAR assessment tools including CST produced for public schools and California Achievement Tests, Sixth Edition (CAT/6) in reading, language and mathematics, CELDT, and CAHSEE.

MSA-Santa Clara Countywide 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.

### 3.3 COMPUTER ADAPTED TESTS

Please see section 1.4.1.A about MAP testing.
3.4 USE AND REPORTING OF DATA

The results of STAR assessments, along with school-specific assessment data, will be used to evaluate progress. Each school site's staff, led by the dean of academics, department chairs, and intervention/enrichment coordinator, will collect, analyze and review the results of school-wide assessment and recommend modifications, if they are needed, to the school's curriculum and other programs at the end of every semester. Parents will be apprised of their students' progress through quarterly report cards. The school will record grades, attendance, homework, and student progress reports online, and provide regular access to parents. For those parents without access to a computer, MSA-Santa Clara Countywide 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 ELL students will be monitored using the CELDT, CST 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.

3.5 COOLSIM: MPS' SCHOOL INFORMATION SYSTEM

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

CoolSIS is a great asset to MPS such that:

- CoolSIS empowers central office staff to supervise schools easily from anywhere. Central Office staff can take a snapshot of any MPS any time in any aspect including past data.

- This custom-made system is highly adjustable according to MPS's needs and it's being developed to meet the Foundation's and its schools' needs.

- Longitudinal studies can be performed using CoolSIS.

The system is very cost-effective, considering the number of custom-designed reports.
**ELEMENT 4: PROPOSED LOCATIONS OF SCHOOL SITES**

**Governing Law:** The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(3)(D).

### 4.1 CURRENT STATUS AND FUTURE PLANS

Currently, MSA-Santa Clara Countywide operates in one location within Santa Clara Unified School District. MPS has waived its Prop 39 rights in order to secure a three year lease for the campus located at 2720 Sonoma Place, Santa Clara, CA 95051. When this lease expires, MPS will have either entered into a continuing lease agreement for the same site or have relocated the campus to another suitable space. Suitability is defined in terms of campus size to accommodate a 6-12 school with a geographically, ethnically and socioeconomically diverse enrollment, in a location that allows for countywide easy access (major transportation routes).

In the original charter, two additional sites were approved - one in Milpitas and one within the boundaries of East Side Union High School District. Over the course of the first term of the charter, MPS has worked diligently to adhere to these specifications. Despite delays that resulted in the request and approval of extensions to the proposed opening dates, MPS did successfully locate a suitable site in the City of Milpitas and the leasing of this facility has been approved by the Milpitas City Council. MPS also requested facilities under Prop 39 from Alum Rock Union Elementary School District, based on the level of interest from families there, and the fact that a location in this district will meet the demographic and geographic goals of the charter.

Unfortunately, the state's prolonged budget crisis, and the resulting reductions and delays in revenue make opening two more campuses an unrealisitic goal for the foreseeable future. Therefore, MPS has developed a revised strategy for meeting the countywide goals stated under “Countywide Charter School and its Benefits” of this petition. This revised strategy ensures that countywide enrollment is reflected at the current campus until such time that funding is available to open additional sites.

Beginning with 2013-14 recruitment and admissions activities, MSA-Santa Clara Countywide will establish annual preferences through a weighted lottery based on current enrollment demographics. Preferences will be established in the lottery for students from districts or regions of the county that are underrepresented at the school and that consist of a majority of low income and minority students. Recruitment efforts, although already countywide, will be enhanced in these areas as well. A weighted lottery will provide a 3:1 preference for students from these regions/districts.

**Currently,** MSA-Santa Clara Countywide operates in one location within Santa Clara Unified School District. MPS has waived its Prop 39 rights in order to secure a three year lease for the campus located at 2720 Sonoma Place, Santa Clara, CA 95051. When this lease expires, MPS will have either entered into a continuing lease agreement for the same site or have relocated the campus to another suitable space. Suitability is defined in terms of campus size to accommodate a 6-12 school with a geographically, ethnically and socioeconomically diverse enrollment, in a location that allows for countywide easy access (major transportation routes).

In the original charter, two additional sites were approved - one in Milpitas and one within the boundaries of East Side Union High School District. Over the course of the first term of the charter, MPS has worked diligently to adhere to these specifications. Despite delays that resulted in the request and approval of extensions to the proposed opening dates, MPS...
did successfully locate a suitable site in the City of Milpitas and the leasing of this facility has been approved by the Milpitas City Council. MPS has also requested facilities under Prop 39 from Alum Rock Union Elementary School District, based on the level of interest from families there, and the fact that a location in this district will meet the demographic and geographic goals of the charter. Please see section 4.2 for further information.

Unfortunately, the state’s prolonged budget crisis, and the resulting reductions and delays in revenue coupled with the ineligibility of additional countywide charter campuses to receive the federal start up grant of almost $600,000 make opening two more campuses an unrealistic goal for 2013, and for the foreseeable future. Our program requires high academic standards, but current state funds are not sufficient to cover all of our program expenses. (The attached budgets are no longer balanced—previously submitted budgets assumed receipt of the federal start up grant for which additional campuses of one charter are not eligible.)

In order to increase the number of campuses in the county, MPS must generate equivalent start up revenue to that of the federal start up grant program. In addition, an end to revenue deferrals must occur in order to have adequate cash flow to efficiently and effectively operate the new campuses.

In the meantime, MPS has developed a revised plan for providing the countywide goals stated under “Countywide Charter School and its Benefits” of this petition. This plan takes into account the need to delay the opening of additional campuses, but ensures that countywide enrollment is reflected at the current campus until such time that funding is available to open additional sites.

At the conclusion of the federal start up grant, which limits admissions preferences in the case of a lottery, MSA-Santa Clara will establish annual preferences through a weighted lottery based on current enrollment demographics. Preferences will be established for districts or regions of the county that are underrepresented at the school. Recruitment efforts, although always countywide, will be enhanced in these areas as well. A weighted lottery would provide a 3:1 preference for students from regions/districts that are underrepresented in the current enrollment.

One of the problems with the original charter petition, which identified locating in the City of Milpitas, is that it is unlikely that the neighboring communities, from which many students would be drawn, would allow MSA-Santa Clara Countywide to meet its demographic targets. Not only would this impact the mission of the school, but it also impacts the total revenue anticipated that accompanies larger enrollments of free and reduced price meal eligible students. Therefore, at each time that MSA-Santa Clara Countywide has accumulated enough start up revenue, it will select a second site for expansion that serves a region and districts of the county that are underrepresented in the enrollment at the current site, and that is likely to create a campus enrollment that will allow MSA-Santa Clara to achieve its mission of serving traditionally underserved student populations. Education Code Section 47605.6(b)(5)(D) requires that the petition state its proposed locations, it is anticipated that, based on the existing campus enrollment, the second location will be in the San Jose Unified School District to be determined by the identification of a suitable site either through a private lease of commercial space or through Prop 39.

The same data analysis will be used to determine the location of the third site after evaluating the district representation within the total student enrollment at both campuses, and any gaps in diversity, a location will be selected that establishes MSA-Santa Clara Countywide as a geographically viable option for students throughout the county. Based on current projections generated by evaluation of the current enrollment data, and the anticipated enrollment data as described above, the third campus is likely to be located in the East Side Union High School District to be determined by the identification of a suitable site either through a private lease of commercial space or through Prop 39.
4.2 FACILITY SELECTION

In accordance with Education Code Section 47610, the facilities shall meet the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the facility is otherwise exempt under Education Code Section 47610.5.

Magnolia Public Schools (MPS) has secured state licensed realtors to work with local developers. Facility may be sought pursuant to Proposition 39, Education Code Section 47614.

Magnolia Public Schools will draw on its experience of designing, building, financing and operating school facilities. Many elements found in other MPS facilities will be incorporated into the MSA-Santa Clara Countywide schools.

Figure 1 – Map of secondary schools in Santa Clara County according to statewide performance levels

\[\text{Source: http://schoolperformancemaps.com/ca/}\]
The existing school site, MSA-Santa Clara, opened in the city of Santa Clara in 2010-2011, attracting students from many different school districts.

As shown in the tables below, MSA-Santa Clara site has increasingly enrolled and will continue to enroll students from all over the county. The School enrolled students from 14 different school districts in its first two years of operation. This number increased to 29 in 2012-13. The school’s success, supported by diverse outreach efforts, has contributed to an increase in the number of students enrolling from different districts.

MSA-Santa Clara site has attracted students mainly from Santa Clara Unified, Sunnyvale Unified, San Jose Unified, Berryessa Union, Cupertino Union, East Side Union, Fremont Unified, Campbell Union school districts, private schools, and home-schooling families. This was anticipated before school opening from the meaningfully interested parent signatures that can be seen in Table 4.

Table 1 – 2012-13 Enrollment at MSA-Santa Clara

<table>
<thead>
<tr>
<th>Districts</th>
<th>Number of Students from District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alum Rock SD</td>
<td>4</td>
</tr>
<tr>
<td>Berryessa Union SD</td>
<td>20</td>
</tr>
<tr>
<td>Cambrian Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>Campbell Union Elementary SD</td>
<td>8</td>
</tr>
<tr>
<td>Campbell Union High SD</td>
<td>2</td>
</tr>
<tr>
<td>Cupertino Union Elementary SD</td>
<td>14</td>
</tr>
<tr>
<td>East Side Union HSD</td>
<td>14</td>
</tr>
<tr>
<td>Evergreen Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td>Franklin-McKinley Elementary SD</td>
<td>2</td>
</tr>
<tr>
<td>Fremont Unified SD</td>
<td>8</td>
</tr>
<tr>
<td>Gilroy Unified SD</td>
<td>2</td>
</tr>
<tr>
<td>Hayward USD</td>
<td>3</td>
</tr>
<tr>
<td>Los Gatos USD</td>
<td>2</td>
</tr>
<tr>
<td>Los Gatos-Saratoga Joint Union SD</td>
<td>1</td>
</tr>
<tr>
<td>Milpitas USD</td>
<td>11</td>
</tr>
<tr>
<td>Moreland Elementary SD</td>
<td>12</td>
</tr>
<tr>
<td>Mountain View Whisman ESD</td>
<td>8</td>
</tr>
<tr>
<td>New Haven USD</td>
<td>4</td>
</tr>
<tr>
<td>Oak Grove elementary SD</td>
<td>11</td>
</tr>
<tr>
<td>Oakland USD</td>
<td>1</td>
</tr>
<tr>
<td>Orchard Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td>Palo Alto USD</td>
<td>1</td>
</tr>
<tr>
<td>Redwood City ESD</td>
<td>1</td>
</tr>
<tr>
<td>San Mateo Union HSD</td>
<td>1</td>
</tr>
<tr>
<td>San Mateo-Foster City ESD</td>
<td>1</td>
</tr>
<tr>
<td>SCUSD</td>
<td>291</td>
</tr>
<tr>
<td>SJUSD</td>
<td>21</td>
</tr>
<tr>
<td>Sunnyvale USD</td>
<td>46</td>
</tr>
<tr>
<td>Union Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>499</strong></td>
</tr>
</tbody>
</table>

Table 2 – 2011-12 Enrollment at MSA-Santa Clara

<table>
<thead>
<tr>
<th>Districts</th>
<th>Number of Students from District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berryessa Union SD</td>
<td>7</td>
</tr>
<tr>
<td>Campbell Union Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>Cupertino Union Elementary SD</td>
<td>7</td>
</tr>
<tr>
<td>Evergreen Elementary SD</td>
<td>2</td>
</tr>
<tr>
<td>Fremont Unified SD</td>
<td>2</td>
</tr>
<tr>
<td>Milpitas USD</td>
<td>3</td>
</tr>
<tr>
<td>Mountain View Whisman ESD</td>
<td>4</td>
</tr>
<tr>
<td>New Haven USD</td>
<td>3</td>
</tr>
<tr>
<td>SCUSD</td>
<td>143</td>
</tr>
<tr>
<td>SJUSD</td>
<td>32</td>
</tr>
<tr>
<td>Sunnyvale USD</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>222</strong></td>
</tr>
</tbody>
</table>

Table 3 – 2010-11 Enrollment at MSA-Santa Clara

<table>
<thead>
<tr>
<th>Districts</th>
<th>Number of Students from District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berryessa Union SD</td>
<td>3</td>
</tr>
<tr>
<td>Campbell Union Elementary SD</td>
<td>2</td>
</tr>
<tr>
<td>Cupertino Union Elementary SD</td>
<td>2</td>
</tr>
<tr>
<td>Evergreen Elementary SD</td>
<td>2</td>
</tr>
<tr>
<td>Franklin-McKinley Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>Milpitas USD</td>
<td>1</td>
</tr>
<tr>
<td>Mountain View Whisman ESD</td>
<td>2</td>
</tr>
<tr>
<td>Mt. Pleasant SD</td>
<td>2</td>
</tr>
<tr>
<td>SCUSD</td>
<td>75</td>
</tr>
<tr>
<td>SJUSD</td>
<td>6</td>
</tr>
<tr>
<td>Sunnyvale USD</td>
<td>6</td>
</tr>
<tr>
<td>East Side UHSD</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
</tr>
</tbody>
</table>
The following table shows the number of meaningfully interested parents who had signed up before the MSA-Santa Clara site opened. The school did not have a facility during the sign-up. The signatures submitted with this petition show that MSA-Santa Clara site will enroll students from all over the county and from all school districts.¹

Table 4 – Signatures of meaningfully interested parents prior to MSA-Santa Clara site's school opening

<table>
<thead>
<tr>
<th>Districts</th>
<th>Number of Students from District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda City USD</td>
<td>1</td>
</tr>
<tr>
<td>Alum Rock SD</td>
<td>13</td>
</tr>
<tr>
<td>Berryessa Union SD</td>
<td>3</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>4</td>
</tr>
<tr>
<td>Cupertino Union Elementary SD</td>
<td>18</td>
</tr>
<tr>
<td>Evergreen Elementary SD</td>
<td>5</td>
</tr>
<tr>
<td>Franklin-Mckinley Elementary SD</td>
<td>4</td>
</tr>
<tr>
<td>Fremont Unified SD</td>
<td>3</td>
</tr>
<tr>
<td>Gilroy Unified SD</td>
<td>1</td>
</tr>
<tr>
<td>Livermore Valley</td>
<td>1</td>
</tr>
<tr>
<td>Milpitas USD</td>
<td>2</td>
</tr>
<tr>
<td>Moreland Elementary SD</td>
<td>4</td>
</tr>
<tr>
<td>Morgan Hill USD</td>
<td>3</td>
</tr>
<tr>
<td>Mountain View Whisman Elem. SD</td>
<td>1</td>
</tr>
<tr>
<td>Mt. Pleasant</td>
<td>3</td>
</tr>
<tr>
<td>Oak Grove elementary SD</td>
<td>6</td>
</tr>
<tr>
<td>Orchard Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>Palo Alto USD</td>
<td>1</td>
</tr>
<tr>
<td>Portola Valley</td>
<td>1</td>
</tr>
<tr>
<td>Private Schools</td>
<td>24</td>
</tr>
<tr>
<td>Ravenswood Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Redwood City Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>San Jose USD</td>
<td>21</td>
</tr>
<tr>
<td>San Lorenzo USD</td>
<td>1</td>
</tr>
<tr>
<td>San Mateo-Foster City ESD</td>
<td>3</td>
</tr>
<tr>
<td>Santa Clara USD</td>
<td>23</td>
</tr>
<tr>
<td>Saratoga Union ESD</td>
<td>3</td>
</tr>
<tr>
<td>Sunnyvale USD</td>
<td>2</td>
</tr>
<tr>
<td>Union Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>155</strong></td>
</tr>
</tbody>
</table>

¹ Magnolia Public Schools has submitted signatures of “meaningfully interested” teachers as part of the legal charter petition process. Meaningfully interested parent signatures are also submitted to show genuine interest of Santa Clara County parents in enrolling their children in the proposed MPS school, not to meet legal requirements.
The following table shows the secondary schools in close proximity of the target area.

Table 5 - Secondary Schools in Close Proximity

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>African American</th>
<th>White</th>
<th>Other</th>
<th>2011 AP</th>
<th>Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Wilcox High</td>
<td>Santa Clara Un.</td>
<td>22.9%</td>
<td>7.2%</td>
<td>30.2%</td>
<td>4.5%</td>
<td>31.2%</td>
<td>4.1%</td>
<td>775</td>
<td>8</td>
</tr>
<tr>
<td>Santa Clara High</td>
<td>Santa Clara Un.</td>
<td>16.1%</td>
<td>10.4%</td>
<td>28.0%</td>
<td>5.6%</td>
<td>33.2%</td>
<td>6.7%</td>
<td>769</td>
<td>8</td>
</tr>
<tr>
<td>Fremont High</td>
<td>Fremont Un. High</td>
<td>16.8%</td>
<td>11.9%</td>
<td>40.3%</td>
<td>4.1%</td>
<td>24.8%</td>
<td>2.1%</td>
<td>765</td>
<td>7</td>
</tr>
<tr>
<td>Del Mar High</td>
<td>Campbell U. High</td>
<td>7.2%</td>
<td>3.6%</td>
<td>42.3%</td>
<td>5.4%</td>
<td>25.6%</td>
<td>14.6%</td>
<td>718</td>
<td>2</td>
</tr>
<tr>
<td>A. Lincoln High</td>
<td>San Jose Unified</td>
<td>6.2%</td>
<td>1.7%</td>
<td>62.7%</td>
<td>3.2%</td>
<td>24.2%</td>
<td>2.0%</td>
<td>772</td>
<td>8</td>
</tr>
<tr>
<td>Cupertino High</td>
<td>Fremont Un. High</td>
<td>52.0%</td>
<td>1.5%</td>
<td>8.9%</td>
<td>1.9%</td>
<td>34.4%</td>
<td>1.3%</td>
<td>893</td>
<td>7</td>
</tr>
<tr>
<td>Columbia Middle</td>
<td>Sunnyvale Elem.</td>
<td>9.9%</td>
<td>15.8%</td>
<td>59.8%</td>
<td>2.5%</td>
<td>10.1%</td>
<td>2.1%</td>
<td>719</td>
<td>2</td>
</tr>
<tr>
<td>Cabrillo Middle</td>
<td>Santa Clara Un.</td>
<td>16.7%</td>
<td>9.3%</td>
<td>39.5%</td>
<td>4.8%</td>
<td>21.9%</td>
<td>7.8%</td>
<td>759</td>
<td>5</td>
</tr>
<tr>
<td>Peterson Middle</td>
<td>Santa Clara Un.</td>
<td>28.0%</td>
<td>3.0%</td>
<td>20.3%</td>
<td>4.1%</td>
<td>35.8%</td>
<td>8.7%</td>
<td>862</td>
<td>6</td>
</tr>
<tr>
<td>Buchser Middle</td>
<td>Santa Clara Un.</td>
<td>9.8%</td>
<td>11.6%</td>
<td>34.4%</td>
<td>4.9%</td>
<td>31.3%</td>
<td>8.0%</td>
<td>799</td>
<td>7</td>
</tr>
<tr>
<td>Hoover Middle</td>
<td>San Jose Unified</td>
<td>3.7%</td>
<td>1.9%</td>
<td>78.2%</td>
<td>4.2%</td>
<td>9.6%</td>
<td>2.4%</td>
<td>660</td>
<td>1</td>
</tr>
<tr>
<td>Sunnyvale Middle</td>
<td>Sunnyvale Elem.</td>
<td>24.5%</td>
<td>4.4%</td>
<td>29.8%</td>
<td>4.7%</td>
<td>34.8%</td>
<td>1.8%</td>
<td>843</td>
<td>2</td>
</tr>
<tr>
<td>Lawson Middle</td>
<td>Cupertino Union</td>
<td>79.0%</td>
<td>0.6%</td>
<td>2.3%</td>
<td>0.5%</td>
<td>16.4%</td>
<td>1.2%</td>
<td>983</td>
<td>10</td>
</tr>
<tr>
<td>Monroe Middle</td>
<td>Campbell U. Elem.</td>
<td>8.8%</td>
<td>4.1%</td>
<td>49.5%</td>
<td>6.1%</td>
<td>26.8%</td>
<td>4.7%</td>
<td>779</td>
<td>5</td>
</tr>
</tbody>
</table>

Facility

The current school facility of MSA-Santa Clara site, located at the address 2720 Sonoma Place, Santa Clara, CA 95051, is on a 3-year lease from the Santa Clara Unified School District until the end of the 2014-15 school year. Prior to the expiration of this lease, MPS will explore the option of extending the lease or locate a permanent facility.

The school’s facility is well maintained and generally looks neat and clean. School personnel periodically examine the school’s physical safety and help eliminate the obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. Please see Appendix D1 for “School Safety Plan.”

---

1 Source: http://dq.cde.ca.gov/dataquest/
SITE 2

In the original petition MPS had identified locating in the City of Milpitas. This site would be located within the boundaries of Milpitas Unified School District, and at full capacity, enroll students who would otherwise attend Milpitas Unified, Santa Clara Unified, San Jose Unified, Berryessa Elementary, Alum Rock Elementary, Fremont Unified, East Side Union High, Orchard Elementary School Districts, private schools and home schooling families. The following table shows the secondary schools in close proximity of the target area in the original petition.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DISTRICT</th>
<th>ASIAN</th>
<th>FILIPINO</th>
<th>HISPANIC</th>
<th>AFRICAN-AMERICAN</th>
<th>WHITE</th>
<th>OTHER</th>
<th>API 2011</th>
<th>SIMILAR SCHOOLS</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILPITAS HIGH</td>
<td>MILPITAS</td>
<td>93.0%</td>
<td>11.7%</td>
<td>18.9%</td>
<td>3.9%</td>
<td>11.7%</td>
<td>4.4%</td>
<td>810</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PIEDMONT HILLS HIGH</td>
<td>EAST SIDE U. H.</td>
<td>46.7%</td>
<td>11.1%</td>
<td>21.2%</td>
<td>5.1%</td>
<td>15.8%</td>
<td>2.0%</td>
<td>829</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>INDEPENDENT CH High</td>
<td>EAST SIDE U. H.</td>
<td>35.8%</td>
<td>18.6%</td>
<td>35.3%</td>
<td>5.5%</td>
<td>5.1%</td>
<td>1.7%</td>
<td>767</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SAN JOSE HAC</td>
<td>SAN JOSE</td>
<td>72.0%</td>
<td>30.0%</td>
<td>75.1%</td>
<td>3.5%</td>
<td>9.5%</td>
<td>3.4%</td>
<td>814</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>JAMES LICK HAC</td>
<td>EAST SIDE U. H.</td>
<td>72.0%</td>
<td>51.0%</td>
<td>26.1%</td>
<td>3.9%</td>
<td>8.0%</td>
<td>1.1%</td>
<td>881</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MERRILL MIDDLE</td>
<td>BERRYessa</td>
<td>44.9%</td>
<td>22.8%</td>
<td>41.1%</td>
<td>3.5%</td>
<td>5.3%</td>
<td>1.4%</td>
<td>592</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RANCHO MILPITAS</td>
<td>MILPITAS</td>
<td>95.1%</td>
<td>21.5%</td>
<td>34.2%</td>
<td>4.5%</td>
<td>11.1%</td>
<td>3.2%</td>
<td>689</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Source: http://dq.cde.ca.gov/dataquest/
Even though the proposed school does not have a facility, it received 132 applications during 2012. The following table shows the number of applications from different districts.

**Table 6 — Applications for Site 2 during 2012**

<table>
<thead>
<tr>
<th>School District</th>
<th>Applications for Site 2</th>
<th>Number of Students From District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milpitas USD</td>
<td>11</td>
<td>113</td>
</tr>
<tr>
<td>Mountain View Whisman ESD</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Oak Grove Elementary SD</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>SCUSD</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SJUSD</td>
<td>11</td>
<td>44</td>
</tr>
</tbody>
</table>
FACILITY EFFORTS THUS FAR

MAGNOLIA PUBLIC SCHOOLS (MPS) LOCATED A SUITABLE FACILITY IN THE CITY OF MILPITAS IN THE CITY’S SAL CRACOLICE FACILITY AT 540 S. ABELO ST., MILPITAS, CA 95035. THE SAL CRACOLICE FACILITY BELONGS TO THE CITY OF MILPITAS, IT IS MAINTAINED BY THE CITY, SAFE AND SUITABLE FOR EDUCATION. MPS HELD TWO COMMUNITY MEETINGS AT THE MILPITAS PUBLIC LIBRARY IN JUNE, 2012, AS REPORTED IN THE CITY COUNCIL MEETING MINUTES. “COMMUNITY FEEDBACK FROM THE MEETINGS WAS EXTREMELY POSITIVE IN REGARDS TO THE CHARTER SCHOOL LOCATING AT THE SITE. THE ONLY SIGNIFICANT ISSUE RAISED WAS THE POTENTIAL FOR TRAFFIC GENERATED FROM THE PROJECT. STAFF INFORMED RESIDENTS THAT APPROVAL FOR THE PROJECT WOULD REQUIRE A CONDITIONAL USE PERMIT FROM CITY OF MILPITAS PLANNING COMMISSION. AND AT THAT TIME, TRAFFIC IMPACTS WOULD HAVE TO BE ADDRESSED. RESIDENTS WOULD BE NOTIFIED OF THE PUBLIC HEARING DATE. ALSO, MAGNOLIA CHARTER SCHOOL AGREED TO REDUCE ANY POTENTIAL TRAFFIC IMPACTS BY STAGGERING THE STARTING TIME FOR VARIOUS CLASSES DURING THE MORNING HOURS.”

THE MILPITAS CITY COUNCIL APPROVED A THREE-YEAR LEASE AGREEMENT AT THEIR MEETING ON AUGUST 7, 2012. MPS PLANNED TO SIGN A LEASE AGREEMENT THAT WOULD COMMENCE ON AUGUST 1, 2013 CONTINGENT ON CHARTER RENEWAL, AND WORKED WITH AN ARCHITECT ON THIS PROJECT, COMPLETING PRELIMINARY DRAWINGS OF THE SCHOOL SITE.

CONCLUSION

MPS has concluded that it is unlikely that the neighboring communities, from which many students will be drawn, will

<table>
<thead>
<tr>
<th>Applications for Site 2</th>
<th>Number of Students from District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts</td>
<td></td>
</tr>
<tr>
<td>Alum Rock SD</td>
<td>9</td>
</tr>
<tr>
<td>Berryessa Union SD</td>
<td>25</td>
</tr>
<tr>
<td>Cambrian Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>Campbell Union Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td>Cupertino Union Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td>Evergreen Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td>Franklin-McKinley Elementary SD</td>
<td>2</td>
</tr>
<tr>
<td>Fremont Unified SD</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Districts</th>
<th>Number of Students from District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alum Rock SD</td>
<td>9</td>
</tr>
<tr>
<td>Berryessa Union SD</td>
<td>25</td>
</tr>
<tr>
<td>Cambrian Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>Campbell Union Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td>Cupertino Union Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td>Evergreen Elementary SD</td>
<td>3</td>
</tr>
<tr>
<td>Franklin-McKinley Elementary SD</td>
<td>2</td>
</tr>
<tr>
<td>Fremont Unified SD</td>
<td>10</td>
</tr>
</tbody>
</table>

SUNNYVALE USD 2
UNION ELEMENTARY SD 2
TOTAL 132

allow MSA-Santa Clara Countywide to meet its demographic targets. Not only would this impact the mission of the school, but it also impacts the total revenue anticipated that accompanies larger enrollments of free and reduced price meal eligible students. Therefore, at such time that MSA-Santa Clara Countywide has accumulated enough start up revenue, it will select a second site for expansion that serves a region and districts of the county that are underrepresented in the enrollment at the current site, and that is likely to create a campus enrollment that will allow MSA-Santa Clara to achieve its mission of serving traditionally underserved student populations. Because Education Code Section 47605.6(b)(3)(D) requires that the petition state its proposed locations, it is anticipated that, based on the existing campus’ enrollment, the region of the county for the second location will be in the San Jose Unified School District to be determined by the identification of a suitable site either through a private lease of commercial space or through Prop 39.
SITE 3

SITE 3 WILL BE LOCATED WITHIN THE BOUNDARIES OF EAST SIDE UNION HIGH SCHOOL DISTRICT. AT FULL CAPACITY, THIS SITE WILL MAINLY SERVE STUDENTS WHO WOULD OTHERWISE ATTEND EAST SIDE UNION HIGH, SAN JOSE UNIFIED, SANTA CLARA UNIFIED, OAK GROVE ELEMENTARY, EVERGREEN ELEMENTARY, MT. PLEASANT, FRANKLIN-MCKINLEY ELEMENTARY, CAMPBELL UNION HIGH, CAMPBELL UNION ELEMENTARY, CAMBRIAN ELEMENTARY SCHOOL DISTRICTS, PRIVATE SCHOOLS AND HOME SCHOOLS IN EAST SIDE UNION HIGH SCHOOL DISTRICT.
<table>
<thead>
<tr>
<th>School</th>
<th>High School</th>
<th>Freshman</th>
<th>Freshman 1</th>
<th>Sophomore 1</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Del Mar High</td>
<td>Campbell U-High</td>
<td>7.2%</td>
<td>5.4%</td>
<td>63%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Gunderson High</td>
<td>San Jose Unified</td>
<td>10.0%</td>
<td>3.9%</td>
<td>55.9%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Branham High</td>
<td>Campbell U-High</td>
<td>6.3%</td>
<td>3.4%</td>
<td>46.1%</td>
<td>4.8%</td>
</tr>
<tr>
<td>J.W. Fair I High</td>
<td>Franklin-Mckinley ELEM</td>
<td>75.6%</td>
<td>8.3%</td>
<td>64.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Willow Glen Middle</td>
<td>San Jose Unified</td>
<td>5.4%</td>
<td>6.2%</td>
<td>55.4%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Sylvan Dale I High</td>
<td>Franklin-Mckinley ELEM</td>
<td>28.5%</td>
<td>3.4%</td>
<td>63.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>C.L. Fischer Middle</td>
<td>Alum Rock ELEM</td>
<td>4.3%</td>
<td>4.5%</td>
<td>83.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>G.V. Leyva Interm.</td>
<td>Evergreen ELEM</td>
<td>25.6%</td>
<td>1.9%</td>
<td>59.4%</td>
<td>3.8%</td>
</tr>
<tr>
<td>John Muir Middle</td>
<td>San Jose Unified</td>
<td>13.1%</td>
<td>3.3%</td>
<td>48.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Lee Mathson Middle</td>
<td>Alum Rock ELEM</td>
<td>6.4%</td>
<td>3.4%</td>
<td>86.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td>H. Hoover Middle</td>
<td>San Jose Unified</td>
<td>5.7%</td>
<td>2.0%</td>
<td>48.2%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Peter Burnett Middle</td>
<td>San Jose Unified</td>
<td>5.4%</td>
<td>3.4%</td>
<td>46.8%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Price Charter Middle</td>
<td>Cambrian ELEM</td>
<td>10.0%</td>
<td>2.7%</td>
<td>35.8%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Alala</td>
<td>Alum Rock</td>
<td>4.4%</td>
<td>15.0%</td>
<td>24.0%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
## MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>OAK GROVE ELEM</th>
<th>MOORE MIDDLE</th>
<th>AUSTIN ELM</th>
<th>MONROE MIDDLE</th>
<th>CAROLINE DAVIS ELM</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.6%</td>
<td>9.2%</td>
<td>53.1%</td>
<td>5.8%</td>
<td>22.5%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

**Even though the proposed school does not have a facility, it received 60 applications during 2012. The following table shows the number of applications from different districts. We anticipate an increase in the number of applications once the MSA-Santa Clara Countywide Charter is renewed and facilities are available for parents to visit.**

**Table 7—Applications for Site 3 during 2012**

<table>
<thead>
<tr>
<th>DISTRICTS</th>
<th>APPLICATIONS FOR SITE 3</th>
<th>NUMBER OF STUDENTS FROM DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILPITAS USD</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MOUNTAIN VIEW USD</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WHISMAN USD</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MT. PLEASANT ELEMENTARY SD</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>OAK GROVE ELEMENTARY SD</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ORCHARD ELEMENTARY SD</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SCUSD</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SJUSD</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
FACILITY EFFORTS THUS FAR

MPS HAS HELD NUMEROUS COMMUNITY MEETINGS AT LIBRARIES AND COMMUNITY CENTERS WITHIN THE EAST UNION HIGH SCHOOL DISTRICT TO INTRODUCE MSA-COUNTYWIDE. WE HAVE RECEIVED APPLICATIONS FROM PARENTS RESIDING IN EACH OF THE FEEDING ELEMENTARY SCHOOL DISTRICTS -- THE MAJORITY BEING FROM ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT. MPS HAS CONSEQUENTLY SUBMITTED A PROP 39 APPLICATION TO ALUM ROCK ESD THAT INCLUDES SIGNATURES OF 250 MEANINGFULLY INTERESTED STUDENTS. DEMOGRAPHICS OF ALUM ROCK SCHOOL DISTRICT INCLUDE 49.6% SOCIOECONOMICALLY DISADVANTAGED, 78% HISPANIC, AND 66.4% EL STUDENTS.

MPS HAS DONE AN EXTENSIVE SEARCH FOR A SITE SUITABLE TO OPERATE OUR SCHOOL PROGRAM. COMMERCIAL SITES WE HAVE IDENTIFIED REQUIRE COSTLY TENANT IMPROVEMENT AND DO NOT MEET OUR STANDARDS FOR OPERATING A FULL 6-12 PROGRAM. THEREFORE, MPS INTENDS TO FOLLOW UP ON THE PROP 39 APPLICATION AND IS READY TO IDENTIFY AND NEGOTIATE A LONG-TERM FACILITY SOLUTION AS AN ALTERNATIVE TO PROP 39. WE WOULD BE INTERESTED IN RENTING FACILITIES FROM THE DISTRICT TO ACCOMMODATE OUR ENTIRE STUDENT POPULATION, IN-DISTRICT AND OUT-OF-DISTRICT STUDENTS.

CONCLUSION

The same data analysis described for Site 2 will be used to determine the location of the third site, after evaluating the district representation within the total student enrollment at both campuses, and any gaps in diversity, a location will be selected that establishes MSA-Santa Clara Countywide as a geographically viable option for students throughout the county. Based on current projections generated by evaluation of the current enrollment data, and the anticipated enrollment data as described above, the third campus is likely to be located in the East Side Union High School District to be determined by the identification of a suitable site either through a private lease of commercial space or through Prop 39.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Number of Students from District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alum Rock SD</td>
<td>2</td>
</tr>
<tr>
<td>Berryessa Union SD</td>
<td>9</td>
</tr>
<tr>
<td>Cambrian Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>Campbell Union Elementary SD</td>
<td>2</td>
</tr>
<tr>
<td>Cupertino Union Elementary SD</td>
<td>1</td>
</tr>
<tr>
<td>Evergreen Elementary SD</td>
<td>5</td>
</tr>
<tr>
<td>Franklin-McKinley Elementary SD</td>
<td>4</td>
</tr>
<tr>
<td>Fremont Unified SD</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 60
ELEMENT 5: GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).

5.1 NONPROFIT PUBLIC BENEFIT CORPORATION

MSA-Santa Clara Countywide 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-Santa Clara Countywide will operate autonomously from the SCCOE with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the SCCOE shall not be liable for the debts and obligations of MSA-Santa Clara Countywide, 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 SCCOE has complied with all oversight responsibilities required by law. MSA-Santa Clara Countywide and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Attached, as Appendix C, please find the Articles of Incorporation, Corporate Bylaws of the Foundation, The Foundation’s Conflict of Interest Code and the Notice of Intention to Adopt or Amend a Conflict-Of-Interest Code.

5.2 BOARD OF DIRECTORS

The MPS Board of Directors (“the Board”) is ultimately responsible for MSA-Santa Clara Countywide’s operation and governance. The chief executive officer, appointed by the board, is responsible for execution of daily management duties on behalf of the Board. The Board of Directors shall consist of a minimum of three (3) and a maximum of twenty one (21) voting members. The County reserves the right to appoint a single representative to the MPS Board pursuant to California Education Code Section 47604(c). The current MPS Board does not have such appointed representative. Please see Appendix C4 for biographies of the directors of the MPS Board.

MSA-Santa Clara Countywide will be governed in accordance with all applicable laws and regulations relating to public agencies and charter schools and its corporate bylaws. MPS will comply with the Brown Act and Roberts Rules of Order. The School will be nonsectarian in its programs, admission policies, employment practices, and all other operations and will not discriminate on the basis of any characteristic listed in Education Code Section 220.

The Board meets at least bimonthly. Board meeting agendas with date, time, and location are posted at all MPS campuses 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 Central Office or such other place as the Board may direct according to its Bylaws.

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. In a good faith effort to ensure public participation for Santa Clara County
stakeholders, MPS will provide video and/or phone conferencing access at one of the school sites within Santa Clara County. This service allows 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 fliers and information web pages for the meetings. All participants/speakers will have access to language translation services if requested in advance.

5.3 MAGNOLIA PUBLIC SCHOOLS CENTRAL OFFICE (MPSCO)

The Magnolia Public Schools Central Office (MPSCO) executes the decisions and policies set by the Board and manages business operations in MPS. Through the MPSCO, MPS can establish its educational mission in all MPS schools at a lower expense and reduce program and operations-related burdens of the school administration. The responsibilities of MPSCO 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

5.4 MAGNOLIA PUBLIC SCHOOLS ADVISORY COMMITTEE

The Board has formed an advisory committee to advise on the performance of MPS and provide recommendations on major decisions. The Advisory Committee has members from:

- Representatives from the local communities
- Experts from local universities and businesses

The Advisory Committee will meet at least once a year to advise on operations of MPS. The committee will produce a
report and offer recommendations for future changes, if any. The Advisory Committee has no binding power on the Board, MPSCO, or individual MPS Schools. However, their recommendations will be considered crucially important for success of MPS.

5.5 **School Site Council (SSC)**

The School Site Council (SSC) is mainly an advisory body that works with the principal to develop, review, and evaluate school improvement programs. The SSC will be formed at each MSA-Santa Clara Countywide school site shortly after the school commences and will consist of:

- The school principal
- 1 Teacher representative elected by the faculty
- 1 Parent representative elected by the Parent Club
- 1 Student representative elected by the Student Council
- 1 Community representative appointed by MPSCO

SSC recommends suggested courses of action for the board to adopt regarding site-specific issues. The school principal will communicate these policies to MPSCO.

5.6 **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 School Site Council School 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 each MSA-Santa Clara Countywide school site when the site has 21 or more students of LEP.

5.7 **Parental Involvement**

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-Santa Clara Countywide. By having representative(s) on 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. Other opportunities for parental involvement include:

- The Parent/Guardian Club will meet regularly and advise the SSC.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress. (See descriptions of home visits above)
- Parents complete a survey each year evaluating the strengths and weakness they identify with the program at
MSA-Santa Clara.

- There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. It is not required, but expected, that parents will contribute a minimum of 10 hours per year to the school.

- MSA-Santa Clara Countywide will organize parent education groups where parents will learn the importance of their involvement in their child’s education.

- 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 will have the opportunity to attend periodic dinners for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

5.8 GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

MSA-Santa Clara Countywide will designate at least one employee at each site 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

MSA-Santa Clara Countywide has adopted and published grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

MSA-Santa Clara Countywide will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.
5.9 ORGANIZATIONAL CHART

Please see the following figures for organizational charts of MPS and MSA-Santa Clara Countywide.

**Figure 1 - Organizational chart of MPS**
Figure 2 - Organizational chart of MSA-Santa Clara Countywide
ELEMENT 6: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605.6(b)(5)(F).

MSA-Santa Clara Countywide believes that all persons are entitled to equal employment opportunity. MSA-Santa Clara Countywide shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. MSA-Santa Clara Countywide will be nonsectarian in its programs, admission policies, employment practices, and all other operations. MSA-Santa Clara Countywide will not require any employee to work at the charter school.

6.1 BACKGROUND CHECKS

MSA-Santa Clara Countywide adheres to Education Code Section 44237 regarding fingerprinting of employees. Prior to the first day of work for every employee, MSA-Santa Clara Countywide will process background checks through LiveScan, administered by the Department of Justice. MSA-Santa Clara Countywide will adhere to school policy 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 SCCOE.

6.2 RECRUITING QUALIFIED TEACHERS

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

- California Commission on Teacher Credentialing certificate in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be highly qualified in NCLB core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All “A-G” courses, as defined by the University of California, including the high school technology course ‘Computer Science’ will be taught by NCLB compliant teachers. MSA-Santa Clara Countywide will require physical education health teachers, middle school technology teachers, and teachers of any other non-core, non-college preparatory courses to have a bachelor’s degree and competency in a related field as defined by the Title 5 California Code of Regulations, section 6111:
In addition to a bachelor's degree and either current enrollment in an approved intern program for less than three years or a credential in the subject taught, a teacher who meets NCLB requirements and is new to the profession at the middle and high school levels must have passed or completed one of the following for every core subject currently assigned:

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

Appropriate records of credentials held by MSA-Santa Clara Countywide teachers and supporting documentation will be monitored and maintained by MPSCO. Credentials will be monitored annually in compliance with state and federal law.

MSA-Santa Clara Countywide teachers will be required and expected to:
- Abide by the MPS staff handbook
- Have ELL authorization if teaching to ELL students
- Be proficient in the use of computers, including but not limited to technology skills to handle Magnolia Public Schools’ Technology Integrated Education (TIE), word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media, and demonstrate strong classroom management skills
- Have knowledge of curriculum and instruction

Please see section 6.3 for staff selection and expected skills, qualifications, responsibilities, and duties.

6.3 STAFF SELECTION AND QUALIFICATIONS OF THE SCHOOL PERSONNEL

6.3.1 Hiring Process and Schedule
Magnolia Public Schools Board of Directors authorizes the MPSCO to handle human resources including hiring and firing the principal and all MPS school personnel. MPSCO establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator and a teacher of the relevant subject from MPS. 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’s 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:

- MPS will hire the Principal. Preferably, the principal should have teaching experience in STEM areas and have leadership skills to perform administrative duties.
- In order to recruit new teachers, the principal will start advertising on frequently visited websites such as http://www.edjoin.org and in local newspapers by the beginning of May. Referrals from MPS's staff and parents will also be taken into consideration.
- The hiring committee will conduct interviews during the months of May 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.

6.3.2 Principal, Assistant Principals/Deans

The principals for each MSA-Santa Clara Countywide school site will orchestrate program and service delivery to students through teaching and auxiliary staff. Assistant Principals/deans will assist the principal in instructional program administration and student activities and services.

Skills and Qualifications:

- B.S. degree in Education, Engineering, or Natural Sciences
- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- 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 MPSCO.
- 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.
Deans' Responsibilities and Duties:

Dean of Academics:

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 including payment issues
- 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 employee 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:

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 discipline committee

Support Services
 Supervise safety and welfare of students
 Manage support services including transportation, custodial and cafeteria
6.3.3 Teachers

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

Skills and Qualifications:

- BA or BS (as appropriate) degree in subject matter with emphasis in engineering or natural science
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses as defined in section 6.2
- 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 policies and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with special education teachers on student Individual Education Plans 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

6.3.4 **Special Education Teacher**

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

**Skills and Qualifications:**

• B.A. or B.S. degree
• Knowledge of special needs of students in assigned area
• Knowledge of Individual Education Plan (IEP) goal setting process and implementation
• Knowledge of curriculum and instruction
• California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
• Highly Qualified in accordance with the No Child Left behind Act

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

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

**Growth and Development**

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

**Classroom Management and Organization**

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

**Communication**

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

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

6.3.5 Special Education Aide

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

Skills and Qualifications:

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

Special Education Aide’s Responsibilities and Duties:

Instructional Support

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

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student’s special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
• Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
• Advise teacher on special needs or problems of individual students

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

6.3.6 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-Santa Clara Countywide will be free of charge for all students.

6.3.7 Other Certificated, Classified and Other Personnel
The Principal will select other classified and other personnel based on an application and interview. Selection will depend on the ability to perform the job duties for that position.

• Other certificated personnel will perform duties as suitable for their job positions
• Office personnel will perform daily school business such as answering phone calls, typing letters, filing reports, and other necessary administrative duties.
• Maintenance duties will include janitorial services, light maintenance, and limited gardening duties. Food service duties may include food preparation, distribution, and maintaining a clean kitchen area

All personnel will abide by the Administrative Handbook and commit to the MSA-Santa Clara Countywide mission and vision. All employees’ job descriptions and work schedules will be reviewed and modified as needed to meet the needs of the school and its students. The job descriptions will be based on the job duties and the work calendar as outlined in the Charter.

6.4 Evaluation of the School Personnel
Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

6.4.1 Principal
Magnolia Public Schools Central Office (MPSO) will evaluate principals in the following areas:
• Overall successful school academic program and achievement of educational goals
• High parental and community involvement
• Completion of required job duties
• Creating a supportive learning environment

6.4.2 Teachers
The Principal will evaluate teachers in the following areas:
- Student progress as determined by the standardized tests;
- Effectiveness of teaching strategies as evaluated by the principal through class visitations;
- Performance of job duties;
- The progress of the students on the basis of the school designed test results.

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

6.5 PERFORMANCE AND ACKNOWLEDGEMENT
Exceptional performance will be acknowledged; staff may earn performance pay in the form of bonuses.
6.6 PROFESSIONAL DEVELOPMENT

6.6.1 Staff Development

In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Santa Clara Countywide provides all staff with multiple opportunities to grow professionally. MSA-Santa Clara Countywide assesses 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 (PLC) by grade level and by department.

6.6.2 Professional Learning Communities (PLC)

MSA-Santa Clara Countywide makes 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-Santa Clara Countywide, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff produces an annual reading list recommended by the PLCs. The following literature have recently been added to MSA-Santa Clara Countywide 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.”

6.6.3 MPS Meetings

Principals Meeting

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

All MPS Deans/Academic Coordinators 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.

Discipline Coordinators Meeting

All MPS Dean/Discipline Coordinators and executive staff meet to discuss various school discipline issues including the school culture and the Get Ready for Life Program.

6.6.4 School-wide Meetings and Professional Development Activities

Administrative Meetings

The MSA-Santa Clara Countywide Principal, Dean of Academics, and Dean of Students meet weekly to act on general school issues including, academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. The college advisor, resource teacher, and office manager participate as needed.

General Staff Meetings

MSA-Santa Clara Countywide staff meets 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.

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 meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP, STAR, CELDT, etc.)
- 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 are 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 meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing best practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.)
- Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.)
- 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-Santa Clara Countywide staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer in-service programs

MPS also holds 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 is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

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

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs, administrative team (dean of academics, principal and chief academic officer), and by Accord. A rubric guides observation and allows for the development of constructive feedback. MPS’s formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the 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.

6.6.5 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.

6.6.6 Scheduled Professional Development

- 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).
- 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.
- 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.
- Accord Institute for Education Research (Accord): All Magnolia faculty and administration attend the Accord Institute's annual Teacher and Leadership Workshop.
- 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, and departmental collaboration among MPS teachers are discussed.

Other professional development programs that MSA-Santa Clara Countywide considers include:

- College Board’s Workshops and Seminars
- Association of Latino Administrators and Superintendents Conference
- National Council of Teachers of Mathematics Conference
- National Science Teachers Association Conference
- National Council of Teachers of English Conference
- California Council for History Education Conference
- California Science Teachers Association (CSTA) annual PD program
- California Association of Mathematics Teacher Educators Conference

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-Santa Clara Countywide.
6.6.7 Ongoing Professional Development Program for Special Education

MSA-Santa Clara Countywide conducts ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Clara Countywide has 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 attend workshops and trainings provided by the County and attend a resource conference to hear from additional experts in the field of special education.

The professional training in special education includes:

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

In addition to the August sessions, MPS conducts quarterly training sessions about special education.
ELEMENT 7: PUPIL AND STAFF HEALTH AND SAFETY

Governing Law: 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. Education Code Section 47605.6(b)(3)(G).

The health and safety of MSA-Santa Clara Countywide staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. MSA-Santa Clara Countywide will comply with all applicable health and safety laws and regulations. MSA-Santa Clara Countywide will operate as a drug, alcohol, and tobacco free workplace. MPS has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, keep it on file for review and train its staff annually on the safety procedures outlined in the plan. It will be the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a “team-on-duty” will be created among teachers and assistant teachers to supervise students at all times. The health and safety policies include, but are not be limited to, the following topics:

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

MSA-Santa Clara Countywide will comply with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants.

Dependent on the facility lease requirements, MSA-Santa Clara Countywide 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.

MSA-Santa Clara Countywide Charter is described in Element 4.

7.2 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.

7.3 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-Santa Clara Countywide will follow education Code Section 49406 with regard to tuberculosis testing.
7.4 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 refrigerate 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.

7.5 Vision, Hearing, and Scoliosis Screening

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

7.6 Diabetes

Beginning in the 2010-11 school year, MSA-Santa Clara Countywide 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:


3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.


5. A description of the different types of diabetes screening tests available.

7.7 Blood Borne Pathogens

MSA-Santa Clara Countywide shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. 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.

7.8 Emergency Situations

MSA-Santa Clara Countywide shall utilize the School Safety Plan, attached as Appendix D1, in responding to emergency situations. The 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.

7.8.1 Fire Drills

MSA-Santa Clara Countywide shall conduct fire drills at least twice a year. 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.

7.8.2 Earthquake and Other Disaster Drills

MSA-Santa Clara Countywide 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, advice 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-Santa Clara Countywide 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-Santa Clara Countywide 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.

7.8.3 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.

7.8.4 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.

7.9 DRUG FREE/ ALCOHOL FREE/ SMOKE FREE ENVIRONMENT
MSA-Santa Clara Countywide shall function as a drug, alcohol and tobacco free workplace.

7.10 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 each school site shall monitor compliance with this policy and report to the MPSO on a regular basis. The MPSO shall monitor the fingerprinting and background clearance of each Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

7.11 COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES
MSA-Santa Clara Countywide 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-Santa Clara Countywide 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).

7.12 CHILD ABUSE REPORTING
MSA-Santa Clara Countywide will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. MSA-Santa Clara Countywide 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 will 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/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Child Support Services will be immediately notified. If necessary, the Police Department will be informed of the situation as well. 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-Santa Clara Countywide 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.

7.13 WORKPLACE SAFETY

All employees are responsible for their own safety, as well as that of others in the workplace. MSA-Santa Clara Countywide 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-Santa Clara Countywide’s premises, or in a product, facility, piece of equipment, process, or business practice for which MSA-Santa Clara Countywide 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-Santa Clara Countywide 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-Santa Clara Countywide’s employee handbook will not be tolerated.

7.14 INSURANCE

MSA-Santa Clara Countywide will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by the SCCOE.
ELEMENT 8: RACIAL AND ETHNIC BALANCE

Governing Law: 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. Education Code Section 47605.6(b)(5)(H).

MSA-Santa Clara Countywide implements a special recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the school district in which each school is located. This process involves the following:

- Hold discussions and distribute application materials at places where diverse populations may be reached, including community centers, neighborhood meeting areas, and existing schools;
- Distribute materials in English and Spanish to reach the limited English proficient populations that exist in the target area;
- Employ bilingual individuals who specialize in public relations with underrepresented communities and neighborhoods;
- Host Open Houses and provide tours of the school;
- Monthly or biweekly public presentations;
- All means of advertising will be used, such as electronic media, flyers, and direct mail.

The measurable ongoing recruitment efforts and outreach programs in which new sites will engage prior to the first enrollment are:

- Open Houses (two open houses every month for the first three months and then monthly open houses until July of the opening year);
- Distributing flyers at playgrounds, recreation centers and/or sports clubs in our neighborhood;
- Direct mailing to the parents/guardians who have 5th and 6th grade children.

MSA-Santa Clara Countywide 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. MSA-Santa Clara Countywide will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

MSA-Santa Clara Countywide will also conduct its outreach throughout the County without concentration in any one school district to ensure its countywide purpose under Education Code Section 47605.6 as described above is fulfilled to the maximum extent possible within the applicable limitations in law which require a public random drawing to ultimately determine enrollment if there are more applicants than capacity. Preference, in the public random drawing, will be given to County residents as further described in Element 14 below. At a minimum, in order to ensure widespread outreach throughout the County, MSA-Santa Clara Countywide will commit annually to the outreach described in the letter dated March 31, 2010 from MSA-Santa Clara Countywide to County Superintendent, Dr. Charles Weis and Dr.
Lucretia Peebles in response to the Amended Notice to Cure dated March 19, 2010, pages 12-15, which shall be fully incorporated herein. By September 30th of each year, MSA-Santa Clara Countywide will submit to the County Board its specific plan for outreach for enrollment for the following school year which will meet its commitments for outreach to a diverse population of students from throughout the County as described in this charter.
ELEMENT 9: FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(2)(I).

Each fiscal year, an independent fiscal audit will be conducted of the financial affairs of MSA-Santa Clara Countywide to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls. The School shall immediately forward a copy of the audit to the SCCOE, the State Controller and the California Department of Education upon receipt of the final audit findings in accordance with state timelines under Education Code Section 47605.6(m) (currently December 15 of each year).

The School shall contract for an audit to be prepared in accordance with Governmental Auditing Standards. This audit shall be performed in accordance with Generally Accepted Accounting Procedures, Financial Accounting Standards Board (FASB) standards, State Board of Education regulations and K-12 audit standards where such standards are applicable to charter schools (including attendance and applicable compliance requirements for government funding streams that the School is seeking.) The audit shall also conduct a Single Audit if the School is required to do so under federal guidelines. The audit shall be performed by an independent auditor designated in the School’s Financial Plan, or another auditor acceptable to the Superintendent of Schools. The named auditor of choice shall be decided not later than April 1 of the year to be audited. The School shall be responsible for developing and implementing an audit resolution plan for any findings/recommendations included in the audit of the prior year. Such plan shall be submitted to the SCCOE Superintendent by March 15 for review and approval every year.

MPS has demonstrated success in operating charter schools previously approved in California as evidenced by annual financial audits for each of the MPS schools with no audit findings or exceptions.

9.1 BUDGET AND FINANCE

The School shall prepare and submit to the SCCOE a proposed budget for the upcoming fiscal year showing estimated revenues and expenditures based on reasonable assumptions by June 1st prior to the beginning of the subsequent fiscal year. Justification for each revenue source with calculations is required. A final budget approved by the School’s Board of Directors is due to the SCCOE by June 30th prior to the beginning of the subsequent fiscal year.

9.2 FINANCIAL REPORTS

MONTHLY REPORTS – Monthly Financial Reports and Monthly Cash Flows will be submitted to the SCCOE by the 20th of each month for the prior month using the format and spreadsheet provided to School by the SCCOE.

CHARTER SCHOOL INTERIM FINANCIAL REPORT – First interim report will be submitted as of October 31 by December 15 and second interim report as of January 31 by March 15 using the state’s format.

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – This report will be submitted to the SCCOE on or before September 15 for the prior fiscal year that ended on June 30.
**ELEMENT 10: SUSPENSION AND EXPULSION**

*Governing Law:* The procedures by which pupils can be suspended or expelled. Education Code Section 47605.6(b)(5)(d).

The following is the suspension and expulsion policy that will be followed by MSA-Santa Clara Countywide:

This 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-Santa Clara Countywide. 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-Santa Clara Countywide’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

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.

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom MSA-Santa Clara Countywide has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. MSA-Santa Clara Countywide will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom MSA-Santa Clara Countywide has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

10.1 PROGRESSIVE POSITIVE DISCIPLINE

Positive student behavior and improvements will be acknowledged and encouraged. 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.
10.2 GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-Santa Clara Countywide or at any other school; or (3) a MSA-Santa Clara Countywide sponsored event. A student may be suspended or expelled 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.

10.3 ENUMERATED OFFENSES

Students may be suspended or expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

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. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.
14. 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.

15. 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.

16. 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.

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

18. 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.

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 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.
10.4 SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

10.4.1 Conference

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

10.4.2 Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may 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 may request that the parent/guardian respond to such requests without delay.

10.4.3 Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

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

10.5 AUTHORITY TO EXPEL

A student may be expelled either by the Magnolia Foundation Board following a hearing before it or by the Magnolia Foundation Board upon the recommendation of an Administrative Panel to be assigned by the Magnolia Foundation Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Magnolia Foundation Board. The Administrative Panel may recommend
expulsion of any student found to have committed an expellable offense.

10.6 EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Student has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Magnolia Foundation Board for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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-Santa Clara Countywide’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.

10.7 SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

MSA-Santa Clara Countywide 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-Santa Clara Countywide 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-Santa Clara Countywide must present evidence that the witness’ presence is both desired by the witness and will be helpful to MSA-Santa Clara Countywide. 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.
10.8 RECORD OF 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.

10.9 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 recommendation 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 and a written recommendation to the Magnolia Foundation Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

10.10 WRITTEN NOTICE TO EXPEL

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board’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-Santa Clara Countywide.

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

10.11 DISCIPLINARY RECORDS

MSA-Santa Clara Countywide shall maintain records of all student suspensions and expulsions at MSA-Santa Clara Countywide. Such records shall be made available to the SCCOE upon request.

10.12 NO RIGHT TO APPEAL
The student shall have no right of appeal from expulsion from MSA-Santa Clara Countywide as the Board decision to expel shall be final.

10.13 Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

10.14 Rehabilitation Plans

Students who are expelled from MSA-Santa Clara Countywide shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to MSA-Santa Clara Countywide for readmission.

10.15 Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the Magnolia Foundation Board following a meeting with the Principal and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon MSA-Santa Clara Countywide's capacity at the time the student seeks readmission.

10.16 Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

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; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, MSA-Santa Clara Countywide, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If MSA-Santa Clara Countywide, the parent, and relevant members of the IEP 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 MSA-Santa Clara Countywide, the parent, and relevant members of the IEP Team make the determination
that the conduct was a manifestation of the child's disability, the IEP Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that MSA-Santa Clara Countywide had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- 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

- Return the child to the placement from which the child was removed, unless the parent and MSA-Santa Clara Countywide agree to a change of placement as part of the modification of the behavioral intervention plan.

If MSA-Santa Clara Countywide, the parent, and relevant members of the IEP 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, then MSA-Santa Clara Countywide may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or MSA-Santa Clara Countywide 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or MSA-Santa Clara Countywide, 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 MSA-Santa Clara Countywide agree otherwise.

Special Circumstances

MSA-Santa Clara Countywide 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.
Interim Alternative Educational Setting
The student’s interim alternative educational setting shall be determined by the student’s IEP team.

Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the MSA-Santa Clara Countywide’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if MSA-Santa Clara Countywide had knowledge that the student was disabled before the behavior occurred.

MSA-Santa Clara Countywide 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 MSA-Santa Clara Countywide 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 MSA-Santa Clara Countywide personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other MSA-Santa Clara Countywide supervisory personnel.

If MSA-Santa Clara Countywide 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 MSA-Santa Clara Countywide had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. MSA-Santa Clara Countywide shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by MSA-Santa Clara Countywide pending the results of the evaluation.

MSA-Santa Clara Countywide shall not be deemed to have knowledge of 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.

10.17 OUTCOME DATA
Outcome data will be maintained including suspensions, expulsions & expulsion placements and reinstatements.
ELEMENT 11: RETIREMENT PROGRAMS AND EMPLOYMENT MATTERS

Governing Law: 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. Education Code Section 47605.6(b)(5)(K).

11.1 RETIREMENT

All full-time teaching employees who are eligible will participate in the State Teachers’ Retirement System (STRS). All full-time non-teaching employees who are eligible will participate in the Public Employees Retirement System (PERS). MSA-Santa Clara Countywide 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. MSA-Santa Clara Countywide will submit all retirement data and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS.

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.

11.2 MANDATORY BENEFITS

Mandatory contributions such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS employees) will be paid by the employer.

11.3 HEALTH BENEFITS

Health, dental, vision and related benefits as part of the total compensation package for each employee will be determined as part of the individual employment agreement.

11.4 WORK SCHEDULE

Work calendars, hours per week, and vacation time will be determined by individual employment agreements consistent with the applicable calendar of workdays for each position. The principal will work for the school year with appropriate vacation time as specified in the employment agreement. Teachers and teachers’ assistants will work a school year comprised of 11 months, which will include professional training beyond the regular teaching schedule. The teaching staff may also be required to attend weekly staff and several parent-community meetings each school term. Office and maintenance staff will work a calendar year of 12 months with appropriate vacation time. The standard day for the non-teaching staff is 8.0 working hours.

11.5 PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to MPS’s Employee Handbook.

The following process will apply to staff members filing a complaint/grievance:

- When a problem first arises, the grievant should discuss the matter with the School principal rather than fellow employees.
The principal will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.

Following any necessary investigation, the principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.

If no satisfactory solution can be reached, the grievant may request to meet with the Chief Executive Officer or his/her designee and the Principal. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by either the grievant or the principal. Any decision by the Chief Executive Officer or his/her designee shall be final.

SCCOE agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.
**ELEMENT 12: DISPUTE RESOLUTION**

**Governing Law:** The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L).

MSA-Santa Clara Countywide and the SCCOE will be encouraged to attempt to resolve any disputes with the SCCOE amicably and reasonably without resorting to formal procedures.

In the event of a dispute between MSA-Santa Clara Countywide and the SCCOE, MSA-Santa Clara Countywide staff, employees and Board members of the Magnolia Public Schools and the SCCOE agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent of Public Instruction (or designee) and the MFEO (or designee) of the Foundation (or designee). In the event that the SCCOE believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the SCCOE’s ability to proceed with revocation in accordance with Education Code Section 47607.

The MPCS (or designee) and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. If this meeting fails to resolve the dispute, the Superintendent (or designee) and the MPCS (or designee) shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Parties. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the SCCOE and MSA-Santa Clara Countywide. If mediation does not resolve the dispute, either Party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the SCCOE and Magnolia Public Schools.

**12.1 INTERNAL DISPUTES**

Except those disputes between the SCCOE and MSA-Santa Clara Countywide relating to provisions of this charter, all disputes involving sites within the MSA-Santa Clara Countywide Charter School will be resolved by Magnolia Public Schools according to its policies. Complaints to the SCCOE relating to the operation of the school and not to the terms of this charter or other issues regarding the School’s and the SCCOE’s relationship will be resolved as set forth below:

MSA-Santa Clara Countywide sites will adopt policies and processes for airing and resolving disputes.

The SCCOE agrees to refer all complaints regarding operations of MSA-Santa Clara Countywide Charter sites to the MPCS for resolution in accordance with the site’s adopted policies. In the event that the site’s adopted policies and processes fail to resolve the dispute, the SCCOE agrees not to intervene in the dispute without the consent of MSA-Santa Clara Countywide unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the SCCOE will have the ability to intervene in and respond to complaints about the operation of MSA-Santa Clara Countywide as is required by law.
ELEMENT 13: EMPLOYER STATUS AND COLLECTIVE BARGAINING

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(M).

The Foundation operating MSA-Santa Clara Countywide will be the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, the Foundation will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from the SCCOE and the school districts for bargaining purposes. In accordance with the EERA, the employees of MSA-Santa Clara Countywide may organize and choose to form a collective bargaining unit under the charter school. This unit will be independent of any other bargaining unit. If the employees form such a bargaining unit, the Foundation Board will negotiate in good faith. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT 14: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, of the charter school, if applicable. Education Code Section 47605.6(b)(5)(N).

MSA-Santa Clara Countywide will admit all students residing in California who wish to attend subject only to capacity as outlined in Education Code 47605(d)(2).

MSA-Santa Clara Countywide will not charge tuition and will not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). Student diversity is expected to reflect the ethnic and racial balance of the school districts and communities where each site is expected to attract students as described in Element 4. MSA-Santa Clara Countywide will not enroll pupils over 19 years of age unless they have been continuously enrolled in public school upon turning age 19 and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age. MSA-Santa Clara Countywide will not require any pupil to attend the charter school. MSA-Santa Clara Countywide will be nonsectarian in its programs, admission policies, employment practices, and all other operations.

A written admissions application is required for each student. An open application period will be publicly announced each year. Parents/guardians will be encouraged to either attend MSA-Santa Clara Countywide workshops or meet with a designated MSA-Santa Clara Countywide 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.

14.1 INFORMING PARENTS ABOUT THE ENROLLMENT LOTTERY

MSA-Santa Clara Countywide 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 drawing1. The school will choose a date and time for a public random drawing (“lottery”) (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The school 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 via mail at least two weeks 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.

14.2 LOTTERY PROCEDURE

If a lottery is necessary, preference for admission in the lottery will be given in the following order:

1. Existing students of MSA-Santa Clara Countywide school sites

---

1 During any period of public charter schools grant program (“PCSGP”) funding, the public random drawing will be held as one single weighted lottery.
2. Siblings of existing students
3. Children of employees or board members of MSA-Santa Clara Countywide and Magnolia Public Schools
4. Students from underrepresented districts of Santa Clara County in the school’s overall enrollment
5. Students residing within Santa Clara county

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 application period are added to the end of the waiting list in the order they applied. The vacancies after the first application period and lottery are filled with the students in the waiting list. In the following years, the siblings of the students have the privilege of admission before the drawing. For any remaining vacancies, a subsequent open application period will be publically announced and a subsequent lottery will be held. Above mentioned principles also apply for this lottery. MSA-Santa Clara Countywide will maintain auditable records of the above activities.

14.3 Notifications of Admission

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 forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list.

14.4 Waiting List Notification

Students on the waiting list will be notified by mail immediately if space becomes available and they will have two weeks to return the enrollment forms. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list.

---

1 Existing students include those drawn in the lottery for purpose of determining siblings. During any period of PCSGP, this preference shall be considered an "exception" to the public random drawing.
2 During periods of funding under the PCSGP, MSA-Santa Clara will limit this preference to no more than 10% of all enrollment and will limit it to children of faculty only.
3 Applicants from Santa Clara County districts that do not have the same percentage of enrollment at MSA -Santa Clara Countywide as the percentage, within a margin of 5%, of district enrollment within the county will be given a 3:1 preference. During periods of funding under the PCSGP, this preference will not be utilized.

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(3)(O).

MSA-Santa Clara Countywide is a school of choice and no students shall be required to attend. Pupils who choose not to attend MSA-Santa Clara Countywide may choose to attend other public schools in their district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the district. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in MSA-Santa Clara Countywide, except to the extent that such a right is extended by the local education agency.
ELEMENT 16: EMPLOYEE RIGHTS AND RESPONSIBILITIES

Governing Law: A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school. Education Code Section 47605.6(b)(3)(P).

Any employee of an LEA including SCCOE, who leaves the employment of the LEA to work at MSA-Santa Clara Countywide shall only have the rights to return to the LEA, to carry over sick/vacation leave rights from MSA-Santa Clara Countywide back to the LEA and to continue earning service credits (tenure) at the LEA while employed by MSA-Santa Clara Countywide as may be specified by the LEA pursuant to its policies, applicable collective bargaining agreements and applicable law.

Magnolia Foundation will hire, employ, and treat all employees on the basis of professional merits and performance-oriented monitoring and will not discriminate against any employee on the basis of race, color, creed, age, sexual orientation, national origin, disability, or marital status.

All school personnel will follow and commit to MSA-Santa Clara Countywide’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 MSA-Santa Clara Countywide Charter School Agreement.

Job applicants for positions at MSA-Santa Clara Countywide will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any SCCOE or other LEA employee who is offered employment and chooses to work at MSA-Santa Clara Countywide will not be covered by his or her respective collective bargaining unit agreement, although MSA-Santa Clara Countywide may extend the same protections and benefits in individual employee contracts.

Employees will not be allowed to carry over their sick/vacation rights from their previous employment to MSA-Santa Clara Countywide. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules, sick/vacation leaves, and responsibilities, accountability measurements, and standards for performance evaluations.
ELEMENT 17: SCHOOL CLOSURE

Governing Law: 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 public records. Education Code Section 47605.6(b)(3)(Q).

Closure of MSA-Santa Clara Countywide will be documented by official action of the Foundation Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of MSA-Santa Clara Countywide, the SCCOE and the California Department of Education, the School’s SELPA, and the retirement systems in which MSA-Santa Clara Countywide’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of MSA-Santa Clara Countywide of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close MSA-Santa Clara Countywide.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, MSA-Santa Clara Countywide will provide parents, students and the SCCOE (or the local school district, per the SCCOE’s direction) with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. MSA-Santa Clara Countywide will ask a local school district or SCCOE to store original records of MSA-Santa Clara Countywide upon School closure. If a local school district or county office of education will not or cannot store the records, MSA-Santa Clara Countywide shall determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, MSA-Santa Clara Countywide will prepare final financial records. MSA-Santa Clara Countywide will also have an independent audit completed within six months after closure. MSA-Santa Clara Countywide shall determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to MSA-Santa Clara Countywide.

MSA-Santa Clara Countywide will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of MSA-Santa Clara Countywide, all assets of MSA-Santa Clara Countywide, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MSA-Santa Clara Countywide, remain the sole property of the Foundation and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the SCCOE or SCCOE property will be promptly returned upon closure to the SCCOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Magnolia Foundation shall remain solely responsible for all liabilities arising from the operation of MSA-Santa Clara Countywide.

As MSA-Santa Clara Countywide is operated by a non-profit public benefit corporation, should the Foundation dissolve with the closure of MSA-Santa Clara Countywide, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix E1, MSA-Santa Clara Countywide will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
ADDITIONAL REQUIREMENTS: IMPACT ON AUTHORIZER

INDEMNITY

The School shall be governed by a non-profit corporation pursuant to Section 47604(a) and (c). The non-profit corporation shall assume all liability, fiscal, and otherwise, for the actions, errors and omissions of its officers, employees, volunteers, and agents.

The SCCOE shall not be liable for the debts and obligations of the School. The School shall defend, indemnify, save, and hold harmless the SCCOE, its officers, employees, volunteers, and agents from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of the School, its officers, employees, volunteers, and agents or hereunder, save and except claims or litigation arising from the sole active negligence or sole willful misconduct of the SCCOE, its officers, employees, volunteers or agents. School will reimburse the SCCOE for any expenditure, including reasonable attorneys’ fees, the SCCOE may make by reason of the matters that are the subject of this indemnification, and if requested by the SCCOE will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of the School.

The School shall not be liable for the debts or obligations of the SCCOE. The SCCOE shall assume all liability, fiscal, and otherwise, for the actions, errors and omissions of its officers, employees, volunteers, and agents. The SCCOE shall defend, indemnify, save, and hold harmless the School, its officers, employees, volunteers, and agents from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of the SCCOE, its officers, employees, volunteers, and agents or hereunder, save and except claims or litigation arising from the sole active negligence or the sole willful misconduct of the School. SCCOE will reimburse the School for any expenditure, including reasonable attorneys’ fees, the School may make by reason of the matters that are the subject of this indemnification, and if requested by the School, SCCOE will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of the SCCOE.

INSURANCE

Insurance amounts will be determined by recommendation of the SCCOE and MPS’s insurance company for schools of similar size, location, and student population. The SCCOE shall be named an additional insured on the general liability insurance of Charter School.

The MPS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

TERM OF CHARTER

The requested term of the charter shall be for five years beginning with July 1, 2013 and ending on June 30, 2018.

MPS will submit a request for renewal no later than six months prior to the end of the term. It will be the MPS Board’s responsibility, at its own expense, to perform a school evaluation based upon the measurable goals and terms outlined in this charter. Subsequent to the evaluation, MPS and the SCCOE will establish a mutually agreeable timeline to complete the renewal process.

The SCCOE may revoke the charter of MSA-Santa Clara Countywide if MSA-Santa Clara Countywide commits a breach of any terms of its charter. Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the SCCOE will
notify the MSA-Santa Clara Countywide in writing of the specific violation, and give the MSA-Santa Clara Countywide a reasonable opportunity to cure the violation, unless the SCCOE determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

**AMENDMENTS**

Any material changes to this Magnolia Science Academy-Santa Clara Countywide Charter must be formally approved by written consent of MPS and the SCCOE, prior to implementation in accordance with Education Code Section 47607.

**DATA REPORTING AND OBSERVATION**

**Average Daily Attendance**

The School will develop an attendance reporting calendar and record and account for average daily attendance (ADA) using the schools internally designed school information system CoolSIS. The School will report ADA figures to the SCCOE on a monthly basis by a date established by the SCCOE, and the SCCOE will report the ADA data to the CDE as necessary to enable the School to receive funding. The School shall notify the SCCOE if, during any month, actual ADA falls more than 10 percent below ADA as estimated in the annual budget.

**Enrollment**

The School shall also obtain a CDS code number for the charter school from the CDE and complete and submit enrollment and other necessary demographic information to the SCCOE and to the California Basic Education Data System (CBEDS) consistent with state time lines.

**Student Records**

The School shall maintain student records of general directory information, academic progress, immunization and other health records, and shall make such records available to the SCCOE upon request. The School shall also maintain separate individual student disciplinary records, and individual education plans for students who require special education services, and shall make such records available to the SCCOE upon request as consistent with applicable law such as FERPA.

**Employee Records**

The School shall maintain full employee personnel records for each employee, and shall make such records available to the SCCOE upon request as consistent with applicable law. The School will provide a calendar, master schedule and copies of staff credentials on a yearly basis.

**Required Disclosures**

The School shall immediately notify the Superintendent of any pending, actual, or reasonable anticipation of litigation from any party of potential infraction, criminal or civil action against the School or any employee, Special Education complaint or due process hearing, or request for information by any governmental agency.

**Agendas and Minutes**

To assist in oversight responsibilities, agendas will be provided to the Superintendent three (3) days in advance of the regular meetings of the MPS Board. Draft minutes of each meeting will also be made available to the SCCOE within fifteen (15) working days of the meeting.
Other Data
The School shall provide all data and reports required by the CDE, including CBEDS, attendance reports, projected teacher needs, etc. The School shall also obtain and work cooperatively to supply to the SCCOE in a timely and accurate fashion any other information required by the SCCOE to complete its oversight responsibilities.

Observations
The Superintendent and/or designee(s) may observe any activities of the School, its operations, instruction, or meetings, at any time.

COE SERVICES
The SCCOE shall provide general oversight of the School. The School will reimburse the SCCOE the actual costs of oversight up to one percent (1%), or whatever other percentage may be established by law, of the School’s general purpose block grant and categorical block grant annual apportionments from the CDE for this oversight.

In addition to general oversight, the Superintendent may provide additional services from the SCCOE to the School. Such services may include:

- Library Resources
- Professional Development
- Special Education Services

The School shall include the costs of any such services it chooses to purchase. The SCCOE will invoice the School for the cost of general oversight and of these additional services on a monthly basis. The School will remit payment for such invoices on a timely basis, but no later than 30 days from the receipt of the invoice.

The School may request that the Superintendent provide other contracted services. Should the School seek contracted services from the Superintendent, the School and the Superintendent may mutually agree to such services.

FOOD SERVICE PROGRAM
MSA-Santa Clara Countywide will annually re-evaluate the food service program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

TRANSPORTATION
MSA-Santa Clara Countywide 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.

FINANCIAL PLAN
Attached, as Appendix E1, please find a five-year budget, including start-up costs, and cash flow projections for the first three years of operation. The operational budget includes reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.

SEVERABILITY
The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the SCCOE and MSA-Santa Clara Countywide Charter School. The SCCOE and MSA-Santa Clara Countywide Charter School agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

**PLAN FOR OPERATIONS**

Operations at MSA-Santa Clara Countywide will be run in a substantially similar fashion to those at the other MPS schools. Most “back office” services will be handled by the MPSCO. MPS’s uniquely and internally-designed school information system, CoolSIS, makes reporting, information flow, and communication between school-level and executive office staff easier.

Start-up activities including marketing, student and teacher recruitment, tenant improvements at school sites, purchasing books, educational materials and equipment will be handled by the MPSCO. MPS has experience in opening multiple schools at different locations including remote locations as it opened schools in different parts of LAUSD and San Diego.

A part-time assistant, reporting to the MPSCO, will be hired to handle marketing and student recruitment as early as the beginning of March at each school site prior to school opening. The school principals will be hired by the beginning of July (one month earlier) to manage preparations for the school year and August professional training sessions.

Each of the operational areas is discussed more fully above, but a short summary follows:

- **The Academic Program** will be developed by the MPSCO and the Accord Institute. School principals and staff will provide feedback as they provide school-level implementation. Academic program and curriculum will be updated annually during the summer professional training based on feedback from school staff.

  Professional development and training activities will be mostly planned and administered by the Accord Institute and the MPSCO. School principals will schedule additional professional training sessions based on requests by the teachers and as needed to address local student profiles and their specific needs.

  School level implementation will be monitored through follow up visits by Accord Institute and MPSCO officers. Teacher evaluation will be done through a detailed process including classroom visits by Accord officers and school administration’s additional comments.

- **Facilities and school operations** will be supervised by the Chief Operational Officer (COO) and his/her staff at the MPSCO. The COO works with licensed local real estate agents, developers and contractors to make ideal MPS school sites a reality.

- **Legal and programmatic compliance** will be ensured by the Chief Executive Officer (CEO) of the MPSCO. Compliance will be reviewed by the MPSCO staff and necessary actions and responsible persons for execution will be discussed and determined during the weekly principals meetings of MPS.

- **Financial administration** will be overseen by the Chief Financial Officer (CFO) of MPS. School budgets will be prepared by the CFO in cooperation with the school principals. Purchasing, payroll and other back office services will be provided by the MPSCO.

  Each school site will have at least a part-time bookkeeper. All state-requested and other financial reporting will be
handled by the MPSCO in cooperation with the school principal, bookkeeper and the school office staff. CoolSIS already provides all pre-made reports necessary for financial reporting and produces print-ready reports within seconds. Additional reports will be designed by the MPSCO staff if requested by the SCCOE or any other authorities.

- Governance will be handled by the Chief Executive Officer (CEO) of MPS. Weekly principal meetings and site visits will be key to ensure smooth operations.

- Day-to-day decision-making authority will rest with the principal at each school site, with long term planning executed by the MPS Board.