

# **ATTACHMENT 1.a.i**



Department of the Treasury  
Internal Revenue Service

P.O. Box 2508, Room 4010  
Cincinnati OH 45201

In reply refer to: 4077550279  
July 30, 2008 LTR 4168C 0  
95-4649884 000000 00 000  
00030112  
BODC: TE

MAGNOLIA EDUCATIONAL & RESEARCH  
% ADNAN DOYURAN  
555 W REDONDO BEACH BLVD STE 100  
GARDENA CA 90248

Employer Identification Number: 95-4649884  
Person to Contact: Sophia Brown  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of July 09, 2008, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in January 1998, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Cindy Westcott  
Manager, EO Determinations

# **ATTACHMENT 1.a**



### 1.a. Assurances

ii) We agree to enroll the requisite number of students from the attendance area established by the district. It is our intent to give enrollment priority to students from impacted campuses that the new school facility is intended to relieve. We will work with the district to ensure that all designated students living within the attendance area be served first and foremost.

In the event that the capacity of the school is not met and there are available seats that are not filled by students living within the attendance area, a process will be established to fill those seats via a public lottery. The lottery will be open to any student living outside of the attendance area that has expressed an interest in attending the school. The lottery process and date will be established during the implementation phase.

iii) We Agree that the student composition at new school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community

iv) Special education services will be provided commensurate with the needs of any student. These services will adhere to applicable state and federal laws and regulations, including, but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act, and the No Child Left Behind Act. Students with disabilities will be provided a free and appropriate education in the least restrictive environment. All special education policies are outlined in the charter, including compliance with the Special Education Local Planning Area ("SELPA"), as defined by district policy.



Magnolia Educational & Research Foundation  
555 W Redondo Beach Blvd STE 100 Gardena, CA 90248  
Phone: (310) 327-2841 ■ Fax: (310) 327-2941

Collaboration with LAUSD will ensure compliance with the District's Modified Consent Decree as it relates to data systems; including tracking progress on IEP data, reporting on student data, and tracking performance outcomes. Collaboration with the LAUSD will further ensure the highest quality special education services through the provision of a full continuum of special education services that meet the needs of relevant students in the least restrictive environment, thereby guaranteeing that all children will have access to appropriate programs, supports, and services.

A handwritten signature in black ink, appearing to read "Suleyman Bahceci", written over a horizontal line.

Dr. Suleyman Bahceci, Team Leader

A handwritten date "1/11/10" written in black ink above a horizontal line.

Date

***MAGNOLIA SCIENCE ACADEMY  
AUDITED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED  
JUNE 30, 2009***

**MAGNOLIA SCIENCE ACADEMY**

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# **HILL, MORGAN AND ASSOCIATES, LLP**

## *Certified Public Accountants*

19602 Fariman Drive Carson, CA 90746 Phone (310) 749-1014 Fax (310) 639-0498  
9031 Krueger Street, Culver City, CA 90232 Phone (323) 377-4385 Fax (310) 836-5727

Partners  
Jeffrey Hill, CPA  
Raymond Morgan, CPA

To the Board of Directors  
**Magnolia Science Academy**  
Reseda, California

### **INDEPENDENT AUDITOR'S REPORT**

We have audited the accompanying statement of financial position of **Magnolia Science Academy** as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of **Magnolia Science Academy's** management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States and the Education Audit Appeals Panel's Standards and Procedures for Audits of California K-12 Local Educational Agencies. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of **Magnolia Science Academy** as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 13, 2009 on our consideration of **Magnolia Science Academy's** internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the financial statements of **Magnolia Science Academy** taken as a whole. The supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements. The supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

*Hell, Morgan and Associates, LLP*

Carson, California  
October 13, 2009

**MAGNOLIA SCIENCE ACADEMY**  
**STATEMENT OF FINANCIAL POSITION**  
At June 30, 2009

<b>ASSETS</b>	
<b>CURRENT ASSETS:</b>	
Cash and cash equivalents	\$ <u>219,759</u>
<b>Total current assets</b>	<u>219,759</u>
<b>PROPERTY AND EQUIPMENT:</b>	
Equipment	206,577
Leasehold improvements	363,748
Less: accumulated depreciation	<u>(537,254)</u>
<b>Net property and equipment</b>	<u>33,071</u>
<b>OTHER ASSETS:</b>	
Security deposits	<u>39,035</u>
<b>Total other assets</b>	<u>39,035</u>
<b>Total assets</b>	\$ <u><u>291,865</u></u>

<b>LIABILITIES AND NET ASSETS</b>	
<b>CURRENT LIABILITIES:</b>	
Accounts payable	\$ 19,742
Line of credit (Note 3)	<u>-</u>
<b>Total current liabilities</b>	<u>19,742</u>
<b>NET ASSETS:</b>	
Unrestricted	<u>272,123</u>
<b>Total net assets</b>	<u>272,123</u>
<b>Total liabilities and net assets</b>	\$ <u><u>291,865</u></u>

The accompanying notes are an integral part of these financial statements.

**MAGNOLIA SCIENCE ACADEMY**  
**STATEMENT OF ACTIVITIES**  
For the year ended June 30, 2009

**REVENUES:**

Federal support	\$ 264,330
State support	2,720,493
Local support	1,118,601
Other revenues	<u>9,001</u>

**Total revenues** 4,112,425

**EXPENSES:**

Certificated salaries	1,265,327
Classified salaries	317,606
Fringe benefits	574,805
Books and supplies	269,639
Services and other operating expenses	1,363,640
Depreciation	30,636
Capital outlay	13,587
Other expenses	<u>10,185</u>

**Total expenses** 3,845,425

**Increase in net assets** 267,000

Net assets, beginning of the year 5,123

**Net assets, end of the year** \$ 272,123

The accompanying notes are an integral part of these financial statements.

**MAGNOLIA SCIENCE ACADEMY**  
**STATEMENT OF CASH FLOWS**  
For the year ended June 30, 2009

<b>Cash flows from operating activities:</b>	
Increase in net assets	\$ 267,000
<b>Adjustments to reconcile change in net assets to net cash provided by operating activities:</b>	
Depreciation	30,636
<b>Changes in operating assets and liabilities:</b>	
(Increase) decrease in assets:	
Increase (decrease) in liabilities:	
Accrued payroll and related liabilities	<u>(341,670)</u>
<b>Net cash used in operating activities</b>	<u>(44,034)</u>
<b>Cash flows from investing activities:</b>	
Payment for furniture and equipment	<u>(2,608)</u>
<b>Net cash used in investing activities</b>	<u>(2,608)</u>
<b>Cash flows from financing activities:</b>	
Proceeds from line of credit	9,846
Principal payments on loans	<u>(12,992)</u>
<b>Net cash used in financing activities</b>	<u>(3,146)</u>
<b>Net decrease in cash</b>	<u>(49,788)</u>
Cash and cash equivalents, beginning of the year	<u>269,547</u>
<b>Cash and cash equivalents, end of the year</b>	<u><u>\$ 219,759</u></u>

The accompanying notes are an integral part of these financial statements.

## **MAGNOLIA SCIENCE ACADEMY**

### **NOTES TO FINANCIAL STATEMENTS**

#### **NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

##### **NATURE OF BUSINESS**

Magnolia Science Academy (School) is a charter school located in Reseda, California that provides sixth through twelfth grade education to approximately 400 students. The School was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. The School is economically dependent on Federal and State funding.

##### **FINANCIAL STATEMENT PRESENTATION**

The accompanying financial statements are prepared on the accrual basis in accordance with the AICPA's Audit and Accounting Guide, "Not-for-Profit Organizations."

##### **ESTIMATES**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of management estimates and assumptions that could affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

##### **CASH AND CASH EQUIVALENTS**

For the purpose of the Statement of Cash Flows, the School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

##### **INCOME TAXES**

The School is considered to be a local school district for tax purposes. Accordingly, no provisions for income taxes or related credits are included in the accompanying financial statements.

##### **PROPERTY AND EQUIPMENT**

Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities.

These notes are an integral part of the preceding financial statements.

MAGNOLIA SCIENCE ACADEMY

NOTES TO FINANCIAL STATEMENTS

**NOTE 2 - OPERATING LEASES**

The School leases its facilities in Reseda, California, under an operating lease, which commenced August 1, 2002. The lease is for a five year term with monthly payments of \$30,057. The School also entered into a lease for a gymnasium that commenced January 1, 2004, expiring July 31, 2007. The lease was extended for an additional 60 months until July 31, 2012. Monthly payments are \$8,977. Total rent expense during the year ended June 30, 2009 was \$507,501.

The future minimum commitments are as follows:

<u>For the year ended June 30,</u>	<u>Educ. Facility</u>	<u>Gym</u>	<u>Total</u>
2010	\$ 360,684	\$ 125,520	\$ 486,204
2011	360,684	125,520	486,204
2012	360,684	125,520	486,204
2013	<u>30,057</u>	<u>10,460</u>	<u>40,517</u>
Total	\$ <u>1,112,109</u>	\$ <u>387,020</u>	\$ <u>1,499,129</u>

**NOTE 3 - LINE OF CREDIT**

The School established a \$50,000 line of credit with a local bank on July 31, 2001. The outstanding principal balance bears interest at a fluctuating rate per annum equal to the Bank's Reference Rate plus 2.5%. The outstanding balance at June 30, 2009 was \$0.

These notes are an integral part of the preceding financial statements.

***SUPPLEMENTARY INFORMATION***

**MAGNOLIA SCIENCE ACADEMY**

**SUPPLEMENTARY INFORMATION**

**LOCAL EDUCATIONAL AGENCY ORGANIZATION STRUCTURE**

Name of School	Magnolia Science Academy
Sponsoring District	LAUSD
Original date of charter	7/1/2002
Charter expiration date	6/30/2012

**GOVERNING BOARD**

<u>Member</u>	<u>Title</u>	<u>Term Expires</u>
Metin Oguzmert PHD	President	06/30/12
Saken Sherkhanov	Vice President	06/30/13
Mustafa Keskin PHD	Treasurer	06/30/13
Nichole Ataizi	Board Member	06/30/13

**MANAGEMENT TEAM**

Varol Gurler- Principal  
Irfan Erol, CFO

**MAGNOLIA SCIENCE ACADEMY**

**SUPPLEMENTARY INFORMATION**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**

	<u>Annual ADA</u>	<u>Second Period ADA</u>
<i>Elementary School</i>		
Grades four through six-classroom based	86.59	87.74
Grades seven through eight-classroom based	161.20	161.94
<i>High School</i>		
Grades nine through twelve-classroom based	151.02	151.10
Total	398.81	400.78

The above schedule of average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**SCHEDULE OF INSTRUCTIONAL TIME**

<u>Grade level</u>	<u>Minute requirement</u>	<u>Actual minutes</u>	<u>Number of days</u>	<u>Status</u>
Grade 6	54,000	64,995	177	Complied
Grade 7	54,000	64,995	177	Complied
Grade 8	54,000	56,163	177	Complied
Grade 9	64,800	64,995	177	Complied
Grade 10	64,800	64,995	177	Complied
Grade 11	64,800	64,995	177	Complied
Grade 12	64,800	64,995	177	Complied

The above schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of Education Code Sections 46200 through 46206.

***SUPPLEMENTARY INFORMATION SECTION REQUIRED BY  
GOVERNMENT AUDITING STANDARDS***

# **HILL, MORGAN AND ASSOCIATES, LLP**

## *Certified Public Accountants*

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Partners  
Jeffrey Hill, CPA  
Raymond Morgan, CPA

To the Board of Directors  
**Magnolia Science Academy**  
Reseda, California

### **INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

We have audited the financial statements of **Magnolia Science Academy** as of and for the year ended June 30, 2009 and have issued our report thereon dated October 9, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit, we considered **Magnolia Science Academy's** internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of **Magnolia Science Academy's** internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of **Magnolia Science Academy's** internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that result in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control. Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether **Magnolia Science Academy's** financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of **Magnolia Science Academy's** management, the State Controller's Office, and the Department of Education, and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Hill, Morgan and Associates, LLP

Carson, California  
October 9, 2009

# HILL, MORGAN AND ASSOCIATES, LLP

## *Certified Public Accountants*

19602 Fariman Drive Carson, CA 90746 Phone (310) 749-1014 Fax (310) 639-0498  
9031 Krueger Street, Culver City, CA 90232 Phone (323) 377-4385 Fax (310) 836-5727

Partners  
Jeffrey Hill, CPA  
Raymond Morgan, CPA

To the Board of Directors  
**Magnolia Science Academy**  
Reseda, California

### INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

We have audited the financial statements of **Magnolia Science Academy** as of and for the year ended June 30, 2009 and have issued our report thereon dated October 13, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States and the Education Audit Appeals Panel's Standards and Procedures for Audits of California K-12 Local Educational Agencies. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The management of **Magnolia Science Academy** is responsible for compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine **Magnolia Science Academy's** compliance with state laws and regulations applicable to the following:

	<u>Procedures in Audit Guide</u>	<u>Procedures performed</u>
Attendance Accounting:		
Attendance reporting	8	Not applicable
Kindergarten continuance	3	Not applicable
Independent study	22	Not applicable
Continuation education	10	Not applicable
Regional occupational centers and programs	9	Not applicable

	<u>Procedures in Audit Guide</u>	<u>Procedures performed</u>
<b>Instructional Time:</b>		
School districts	4	Not applicable
County offices of education	3	Not applicable
Community day schools	9	Not applicable
Morgan-Hart Class Size Reduction	7	Not applicable
<b>Instructional Materials:</b>		
General requirements	12	Not applicable
K-8 only	1	Not applicable
9-12 only	1	Not applicable
Ratios of Administrative Employees to Teachers	1	Not applicable
Early retirement incentive	4	Not applicable
Gann limit calculation	1	Not applicable
<b>School Construction Funds:</b>		
School district bonds	3	Not applicable
State school facilities funds	1	Not applicable
Alternative pension plans	2	Not applicable
Proposition 20 Lottery Funds (Cardenas Textbook Act)	2	Not applicable
State Lottery Funds (California State Lottery Act)	2	Not applicable
California School Age Families Education Program	3	Not applicable
School Accountability Report Card	3	Not applicable
<b>Class Size Reduction Program (Including Charter School):</b>		
General requirements	7	Not applicable
Option one classes	3	Not applicable
Option two classes	4	Not applicable
District or charter schools with only one school		
Servicing K-3	4	Not applicable
<b>Charter Schools:</b>		
Contemporaneous record of attendance	1	Yes
Mode of instructions	1	Yes
Non classroom-based instruction/independent study	15	Not applicable
Determination of funding for non classroom-based instruction	3	Not applicable
Annual instructional minutes-classroom based	3	Yes

Based on our audit, we found that, for the items tested, **Magnolia Science Academy** complied with the state laws and regulations referred to above. Further, based on our audit, for items not tested, nothing came to our attention to indicate that **Magnolia Science Academy** had not complied with the state laws and regulations.

This report is intended solely for the information and use of **Magnolia Science Academy's** management, the State Controller's Office, and the Department of Education, and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

*Hell, Morgan and Associates, LLP*

Carson, California  
October 13, 2009

**MAGNOLIA SCIENCE ACADEMY**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

**FINANCIAL STATEMENT FINDINGS**

None noted.

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**

None noted.

**STATUS OF PRIOR YEAR FINDINGS**

There were no prior year findings noted.

# **ATTACHMENT 2.a**

## A SCIENCE-BASED CURRICULUM AND INSTRUCTION

### Thematic Units

The curriculum at Magnolia Science Elementary School will build on ten Science-based themes. Each theme takes approximately four weeks to complete the recommended lessons and activities. The school year themes are:

<b>August:</b>	Inventions and Timelines
<b>September:</b>	Water
<b>October:</b>	Ecosystems
<b>November:</b>	Fire (Heat)
<b>December:</b>	Light (K-1)/The Physics of Stars (2-5)
<b>January:</b>	Agriculture and Horticulture
<b>February:</b>	Meteorology and Weather
<b>March:</b>	Space
<b>April:</b>	Ecology and the Environment
<b>May:</b>	Energy and Conservation
<b>June:</b>	Geology and the Land

The school-wide Invention Units below integrate subject areas for grades K-2 incorporate Grades K-2 and 3-5. Lessons and activities are designed to build on prior knowledge and acquired skills for each grade level.

### Unit 1: K-2 Inventions

<b>School:</b>	<b>Magnolia Science Elementary School</b>
<b>Author:</b>	Pamela Gray/Research Corps
<b>Teaching Dates:</b>	August (4 week Unit)

#### Unit Plan Title/Theme: Inventions

<b>Essential Questions:</b>	<b>What is an Invention?</b> <b>Why are inventions important?</b>
<b>Unit Questions:</b>	How do these inventions change our lives?

	<p>How have inventions changed the field of Math?</p> <p>How have inventions changed the field of Science?</p> <p>Can we be inventors?</p>
<p>Content Questions:</p>	<p>L/A; What stories do inventors tell us?</p> <p>S/S: What inventions do we live with? (Home and School)</p> <p>Health: Are newly invented foods healthy?</p> <p>Math: What Math skills do we need for inventions?</p> <p>Science: What Science skills do we need for inventions?</p> <p>P/A: What are the movements of everyday inventions?</p> <p>V/A: What are the basic shapes of inventions (Shapes and colors)?</p>
<p>Unit Summary:</p>	<p>The Inventions Unit is the first one of the year and it introduces the basic concepts of Science in an age-appropriate, highly accessible way.</p> <p>The Unit will include these activities and lessons:</p> <ul style="list-style-type: none"> <li>○ “Time Pile” Creation (Social Science)</li> <li>○ The Science of Everyday Objects (Science &amp; Math/Wristwatch Demolition Lab)</li> <li>○ Inventor’s Biographies (L/A: Reading)</li> <li>○ The Art of Machines: Puppet Inventors (Theater Arts)</li> <li>○ The Art of Design: Basic Shapes (Visual Arts)</li> <li>○ The Math of Inventions (Math)</li> <li>○ The Science of Inventions (Science)</li> <li>○ The Language of Labs (L/A)</li> <li>○ Food Inventions: Space Food (Science, Math &amp; Nutrition)</li> </ul>
<p>Unit Guest Speakers:</p> <p>Inventor: Week 1</p> <p>Inventor: Week 2</p> <p>Inventor: Week 3</p> <p>Performance Artist: Week 4 (Move Like You Mean It)</p> <p>Serious Fun: Shapes and Design Software for Computers; large foam floor forms; Rubber Tinker toys</p>	

<p>School Newspaper: Introduce K-3 image selection role</p> <p>School Garden: Introduce</p> <p>Birthday Celebrations: August (Scientists, Inventors, Mathematicians)</p>	
<p>Subject Area(s):</p>	<p>L/A. S/S, Health, Math, Science, P/A. V/A,</p>
<p>Grade Level(s):</p>	<p>Grades: K-2</p>
<p>Targeted State Frameworks/Content Standards/Benchmarks:</p>	<p>(See Lessons and Activities for numbered standards and benchmarks)</p>
<p>Student Objectives/Goals/Learning Outcomes:</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify basic shapes and colors</li> <li>Understand Inventor Birthday Celebrations</li> <li>Understand Today and Yesterday</li> <li>Be able to manipulate foam shapes into basic shapes identified in class.</li> <li>Understand the purpose of the lab assignments</li> <li>Explore shapes through watch parts</li> <li>Understand the complexity of inventions</li> <li>Listen to Stories from Story and Picture Books</li> <li>Identify basic vocabulary from Readings</li> <li>Retell two parts of videotaped stories and books read aloud</li> <li>Understand the purpose of an aquarium</li> <li>Practice good listening skills when listening to guest speakers</li> <li>Understand basic classroom procedures and rules</li> <li>Understand selection process of newspaper images</li> <li>Identify basic movements in a wristwatch</li> <li>Understand the purpose of two watch parts</li> <li>Plan a simple story for a puppet theater show</li> <li>Understand basic safety rules for the class and lab</li> <li>Know how to wear lab safety equipment</li> <li>Be able to store classroom equipment after a lesson or activity</li> <li>Read age-appropriate newspaper articles about new inventions.</li> </ul>
<p>Student Grouping:</p>	<p>Flexible ability grouping: Grades K-2; Lab: Pairs-Grade 2 only</p>
<p>Time Requirement:</p>	<p>Four weeks</p>
<p>Prerequisite Skills:</p>	<p>None. Instruction of all required skills will be integrated into teaching procedures.</p>

**Materials and Resources:**

Technology	Hardware:	Software:
	Camera/Digital Camera Computer/Computer Lab X Scanner DVD Burner DVD Player X CD Burner X Internet Connection X Laser Disk Printer(s):Network Printers X TV X VCR X Video Camera Video Conferencing Computer Camera Other: Other:	Database Spreadsheet Desktop Publishing: Program: Email Software Paint Program Art Program: CD-ROM Title: Image Processing Kid Pix X Internet Web Browser X Multimedia Title: Web Page Development: Word Processing: Program: Front Page: Other: Other:
Printed Materials:	Primary:	Secondary:
	Artifact: X (Inventions) Book: CD-ROM Images: Title: Inventions CD-ROM Documents: Title: Other: Other:	Text: Science text/Math Text Supplement: Yes/noted on Lessons Newspaper: Grade 2-Articles CD-ROM: Title: Picture Book: K-2 Tiles on Lessons Nonfiction: X Grade 2 Fiction: X Grade 2 Other: Audio Tapes-Interviews w/Inventors
Supplies:	Required:	Number Necessary:
	Wristwatch Lab List Egg Travel Lab List Blank CD-ROM	One for each student. Lab equipment will require one set for every two students.
Internet Resources:	Name:	Address:

	(As listed in lesson plans)	
Other Resources:	Face shields and eye goggles-Grade 2 Cotton gloves	Sets for each lab group –Grade 2

Plan for Differentiated Instruction	Requirements:
Special Needs:	Magnifying glass, modified seating, tape recorders (will vary depending on class needs)
Non-Native Speaking Needs:	Videos of fiction texts.
Gifted or Talented Needs:	Additional DVD artifact and image programs for Serious Fun Classes.

Suggested Procedure:	Special Instructions:
<p>Order for Unit:</p> <ul style="list-style-type: none"> <li>• Old and New K-1</li> <li>• Past, Present, Future K-2/"Time Piles" (P/P/F)</li> <li>• Group/Exploration of Inventions K-2</li> <li>• Inventors/Biographies K-2</li> <li>• Labs-Grade 2 and K-1- Observation of Teacher deconstruction of wristwatch.</li> <li>• What are notes taken for a Lab –Grade 2</li> <li>• Key Word Assignments –Grade 2</li> <li>• The Math of Inventions (Lesson and Guest Speaker)</li> <li>• The Science of Inventions (Lesson and Guest Speaker)</li> <li>• Wrap-up: Puppet Inventors Lesson</li> </ul>	<p>Use only wind-up watches.</p> <ul style="list-style-type: none"> <li>• Sort donations for any LED and remove from lab box.</li> <li>• Remove all batteries and glass crystals from watches.</li> <li>• Even though K-1 students are not involved in actual lab, all students should wear safety equipment when observing teacher's demonstration.</li> </ul>

Student Assessment:
Daily Work: All daily work to be placed in Working Portfolio. Introduce picture checklists K-1, Grade 2-Introduce key word checklist.
Working Portfolio: Introduce concept of an informal rubric. Introduce concept of working portfolio and model submission at each point during this Unit.
Recommend submissions for Semester Portfolio:

(c.Research Corps/2004)

## Unit 1: Grade 3-5 Inventions

School:	Magnolia Science Elementary School
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Author:	Pamela Gray/Research Corps
Teaching Dates:	August

**Unit Plan Title/Theme: Inventions**

<b>Essential Questions:</b>	<p><b>Why are inventions important?</b></p> <p><b>What inventions are most important to us?</b></p> <p><b>Where does the invention spirit come from?</b></p>
Unit Questions:	<p>What inventions are important to us?</p> <p>How do these inventions change our lives?</p> <p>How have inventions changed the field of Math?</p> <p>How have inventions changed the field of Science?</p> <p>Can we be inventors?</p>
Content Questions:	<p>L/A; What stories do inventors tell us?</p> <p>S/S: What is the timeline chronology for inventions?</p> <p>Health: How have inventions changed medical care?</p> <p>Math: What Math skills do we need for inventions?</p> <p>Science: What Science skills do we need for inventions?</p> <p>P/A: What are the movements of everyday inventions?</p> <p>V/A: Why are some inventions considered Art?</p>
Unit Summary:	<p>The Inventions Unit is the first one of the year and it introduces the basic concepts of Science in an age-appropriate, highly accessible way.</p> <p>The Unit will include these activities and lessons:</p> <ul style="list-style-type: none"> <li>○ Timeline Creation (Social Science)</li> <li>○ The Science of Everyday Objects (Science &amp; Math/Wristwatch Demolition Lab)</li> <li>○ Creation of the Perfect Egg Transportation (Science &amp; Math/Lab)</li> <li>○ Inventor’s Biographies (L/A: Reading)</li> <li>○ Inventor’s Log Books and Journals (L/A: Writing)</li> <li>○ The Art of Machines (Theater Arts)</li> <li>○ The Art of Design: The Telephone (Visual Arts)</li> <li>○ Letters to Inventors (L/A: Writing)</li> <li>○ The Math of Inventions (Math)</li> <li>○ The Science of Inventions (Science)</li> <li>○ The Language of Labs (L/A)</li> <li>○ Food Inventions (Science, Math &amp; Nutrition)</li> <li>○ Food Transportation: Local Egg Producer (3-5, Science, Inventor Timeline, L/A, S/S)</li> </ul>

<p>Unit Guest Speakers:</p> <p>AutoCAD Designer: Week 1</p> <p>Interior Designer: Week 2 (Art Attack)</p> <p>Inventor: Week 3</p> <p>Performance Artist: Week 4 (Move Like You Mean It)</p> <p>Serious Fun: Add deconstruction station (Inventions to take apart)</p> <p>Recycling Center: Introduce services</p> <p>School Newspaper: Introduce elements of front page to grades 4-5.</p> <p>Art Gallery: Introduce to all grades</p> <p>Birthday Gallery: August (Scientists, Mathematicians, Inventors)</p> <p>School Garden: Introduce</p>	
Subject Area(s):	L/A. S/S, Health, Math, Science, P/A. V/A,
Grade Level(s):	Grades: 3-5
Targeted State Frameworks/Content Standards/Benchmarks:	(See the Working Portfolio Rubric for targeted standards and benchmarks)
Student Objectives/Goals/Learning Outcomes:	
Student Grouping:	Flexible ability grouping: Grades 3-5; Lab: Pairs
Time Requirement:	Four weeks
Prerequisite Skills:	None. Instruction of all required skills will be integrated into teaching procedures.

**Materials and Resources:**

Technology	Hardware:	Software:
	Camera/Digital Camera	Database
	Computer/Computer Lab X	Spreadsheet
	Scanner X	Desktop Publishing: Program: X
	DVD Burner X	Email Software X
	DVD Player X	Paint Program X
	CD Burner X	Art Program:
	Internet Connection X	CD-ROM Title:

	Laser Disk Printer(s):Network Printers X TV X VCR X Video Camera X Video Conferencing Computer Camera Other: Other:	Image Processing X Kid Pix Internet Web Browser X Multimedia Title: Web Page Development: Word Processing: Program: Front Page: Other: Other:
<b>Printed Materials:</b>	<b>Primary:</b>	<b>Secondary:</b>
Tom Tucker, Brainstorm! : The Stories of Twenty American Kid Inventors (1998)	Artifact: X (Inventions) Book: X (Inventor's Biographies) CD-ROM Images: Title: Inventions CD-ROM Documents: Title: Other: Other:	Text: Science text/Math text Supplement: Yes/noted on lessons Newspaper: Articles on lessons CD-ROM: Title: Picture Book: Nonfiction: Yes/noted on lessons Fiction: Yes/noted on lessons Other:
<b>Supplies:</b>	<b>Required:</b>	<b>Number Necessary:</b>
	Wristwatch Lab list Egg Travel Lab list Blank CD-ROM	One for each student. Lab equipment will require one set for every two students.
<b>Internet Resources:</b>	<b>Name:</b>	<b>Address:</b>
<b>Other Resources:</b>	Face shields and eye goggles Cotton gloves	Sets for each lab group

<b>Plan for Differentiated Instruction</b>	<b>Requirements:</b>
Special Needs:	Magnifying glass, modified seating, assistants for recording lab results, tape recorders, (will vary depending on class needs)

Non-Native Speaking Needs:	Specialized lab-vocabulary dictionaries; videos of fiction texts.
Gifted or Talented Needs:	Additional DVD artifact and image programs for Serious Fun Classes.

Procedure:	Special Instructions:
<p>Suggested order for Unit:</p> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Introduction of School Celebrations and Features</li> <li>• Exploration of Inventions</li> <li>• Inventors/Biographies</li> <li>• Labs</li> <li>• Lab Notes</li> <li>• Written Assignments</li> <li>• Lab Journaling</li> <li>• Reading/ Lab Journals (Nonfiction/Pair and Share)</li> <li>• Read Additional Biographies</li> <li>• The Math of Inventions (Lesson and Guest Speaker)</li> <li>• The Science of Inventions (Lesson and Guest Speaker)</li> </ul>	<p>Use only wind-up watches.</p> <ul style="list-style-type: none"> <li>• Sort donations for any LED watches and remove from lab box.</li> <li>• Remove all batteries and glass crystals from watches.</li> <li>• Two students with adult on roof to launch egg transports.</li> <li>• Remind students to bring egg crates and watches two weeks before labs.</li> </ul>

**Student Assessment:**

Daily Work: All daily work to be placed in Working Portfolio. Introduce lab journal. Lab journal to remain at school.

Working Portfolio: Introduce concept of a rubric. Introduce concept of working portfolio and model submission at each point during this Unit.

Suggested submissions for Semester Portfolio: Recommend student work for their semester portfolio submissions.

(c.Research Corps/2004)

Interwoven themes guide the curriculum. Sequential development of activities and lessons used at each grade level allow students time to explore, understand topics, and to develop skills to meet the California Framework and Standards. The following example illustrates the basic thematic threads for the topics of disease and pandemics.

Kindergarten: **What is a sneeze?**

Lessons & Activities:

**Health and Nutrition:** Healthy Living: Brushing Your Teeth

**History:** Healthy Living: A room for proper sleeping

**Science:** Healthy Living: Sorting food shapes and color

**Visual Arts:** Decorated handkerchiefs.

**Math:** Measuring and handkerchief squares

**Language Arts:** Picture Books:

Joseph Slate, *Miss Bindergarten Stays home from Kindergarten*; Rosemary Wells, *Felix Feels Better*; Theresa Bateman, *Farm Flu*; Lynn Downey, *The Flea's Sneeze*; Nancy Baggett, *Why Does My Nose Run?*; Ber Berger, *Why I Cough, Sneeze, Shiver, Hiccup and Yawn*; Jeanette Rowe, *Whose Nose?*

**Performing Arts:** Healthy Living: Bedtime Habits, Puppet Theatre

First Grade: **Why do we sneeze?**

Lessons and Activities:

**Health and Nutrition:** Definition of a Cold

**History:** Handkerchiefs and Fashion History

**Science:** Anatomy of the Nasal Passage

**Visual Arts:** Creation of Nose Puppets

**Math:** Measuring for Nose Puppets; Measuring a Sneeze (How Germs Travel)

**Language Arts:** Fiction Books on Appearance (Building Self-esteem. Encouraging Acceptance of Differences)  
Pili Mandelbaum, *You Be Me, I'll Be You*; Noelle Lamperti, *Brown Like Me*; Rene Escudie and Ulises Wensell, *Paul and Sebastian*; Cheltenham Elementary School Kindergarten, *We Are All Alike, We Are All Different*.

**Performing Arts:** Humming Through Your Nose (The Science of Sound)

Second: **What is the flu? Where does it come from?**

Lessons and Activities:

**Health and Nutrition:** Cause and Effect: Illness

**History:** Influenza Now and Then

**Science:** M.D. Guest Speaker (What is the flu?)

**Visual Arts:** Designing a Disease-Free Hospital Room

**Math:** Map Detectives: Tracking Flu Routes (using a compass and following multi-level directions)

**Language Arts:** Writing Letters to Children in the Hospital

**Performing Arts:** Puppet Theater: The Life of a Germ

Third: **What happened to all these people in the 1917 Census?**

Activities and Lessons:

**Health and Nutrition:** Food and Diet in 1917

**Local History:** Using the US Online Census to research Reseda in 1917

**Science:** Guest Speaker: R.N. Topic: Flu Shots and Protection against disease

**Visual Arts:** Designing a Germ/Manipulatives

**Math:** Map Detectives: Tracking Flu Routes (using a compass and following multi-level directions)

**Language Arts:** Reading: The Flu Epidemic of 1917.

**Speech and Performing Arts:** "My Germ" (Introducing self-designed Germ Models)

Research at: *The Big Picture Book of Germs* at:

[http://www.virology.net/Big\\_Virology/BVRNAortho.html](http://www.virology.net/Big_Virology/BVRNAortho.html)

Fourth: **What happened to the early California natives?**

Lessons & Activities

**Current Events:** Discussion of HIV

**English:** *Weekly Reader* or *UN Cyber School Bus* Materials and current events in Africa.

**Reading:** California Indian folk myths

**Writing:** Writing Native American Poetry

**Social Sciences:** Mapping the North American Native Populations (Focus on CA and LA): Tracing Disease in Early America.

Liz Sonneborn, *The New York Public Library Amazing Native American History: A Book of Answers for Kids*.

**Science:** The discovery of antibiotics and today's treatments for small pox.

**Math:** Analysis of graphs and charts of early California populations.

Fifth Grade: **What happened to the East Coast Indians?**

Activities and Lessons:

**Current Events:** Discussion of the “Bird Flu”

**Social Studies & Reading:** Reading

**Science:** Space Germs

**Math:** Probability Graphs and Indian population and disease

**Social Sciences:** European colonization and the North American continent.

**English:** Research on upper, middle and lower Colonial Native groups, Storyboard for PowerPoint development.

Research materials to include the text and classroom library materials: Liz Sonneborn, *The New York Public Library Amazing Native American History: A Book of Answers for Kids*; (text) Joy Hakim, *A History of the United States, Making the Thirteen Colonies, 1600-1740, Book 2, and Book 3: From Colonies to Country, 1735-1791*, Oxford: Oxford University, Press, 2003.

**Visual Arts:** PowerPoint explaining Native groups in the upper, middle, and lower colonies.

## SCIENCE

The National Science Education Standards recommends:

From the earliest grades, students should experience Science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. (*Chapter 1*)

The MSE Science curriculum ensures that science is integrated into the lessons and activities from grades K-5. Long-term studies using elementary grades show that this is the best practice for students to learn science and math skills. (See references for supporting materials) The basic Science curriculum will integrate the best-practices of the award-winning programs of the following: NASA Science (Mars, Saturn and Moon Projects), Project WET and WILD, American Red

Cross Masters of Disaster Program, Smokey Bear Fire Program, Sparky the Fire Dog, National Wildlife Foundation, Sierra Club, Southern California Edison Energy Education and the FEMA Fire Program. Each of these programs meets the California standards and utilizes standards-based instructional materials. (*CA Science Framework*, chapter 1)

The K-5 program will integrate waste management, energy and water conservation, pollution prevention, management of air resources, integrated pest management, and exploration of creation and management of toxic materials, as well as wildlife conservation and forestry. (*Science Framework*, page 8)

The Constructivist “Hands-on, Minds-on” approach to Science and Math will be developed in the long-range plans for the Magnolia Science that include a small planetarium and an interior aquarium. (*Science Framework*, page 19)

The elementary science curriculum will expose students to all areas of Physical, Life, and Earth Sciences. Students will explore topics of Astronomy, Geology, Meteorology, Biology, Physics, and Chemistry in the cross-curricular units and programs are listed in this section.

The weekly Working Portfolio assessment, semester and year-end assessment requirements reflect the National Science Standards and the *California State Framework and Standards for Science*. The assessment rubric is available under the *Assessment* section of this document.

The Science standards and objectives of the California State Framework and the *No Child Left Behind Act* will be met through the study of the following units and activities:

#### **Astronomy:**

- Space Unit (K-5, Language Arts, Social Sciences, Art, Geography, Math and Science)
- Serious Fun Classes: The Virtual Universe Interactive Computer Programs, (3-5, Science and Art)
- Guest Speaker Program: Astronomer, College Student: Astronomy Major (All grade levels) (Meets the CA Science Framework mandate to develop students’ command of academic language.)
- Field Trip Program: Planetarium (All grade levels)
- School Planetarium (All grade levels) (The California Science Framework mandates student investigation and experimentation skills.)

#### **Geology:**

- Systems Unit: Earth’s Development Grade (K-5, Social Science, Language Arts, Science, Math and Art)
- Water Unit (K-5, Science, Geography, Social Science, Language Arts, Math and Art)
- Serious Fun Classes: Geology Manipulatives (Volcanoes, Earthquakes, Floods) (2-5, Science and Geography)
- Masters of Disaster Program: Flooding and Earthquakes (K-5, Science, Math, Language Arts and Social Sciences)
- Project WET (K-5, Science, Math, Language Arts, and Social Sciences)
- Guest Speaker Program (All grade levels) (Development of academic standards.)
- Serious Fun: Virtual Geology Computer Software (3-5, Science and Math)
- Virtual Field Trip: Archeological Dig (All grade levels) (The California Science Framework mandates student investigation and experimentation skills.)

#### **Meteorology:**

- Weather and Climate Unit  
(K-5, Social Sciences, Geography, Science and Language Arts)
- Serious Fun Classes: Water Cycle Manipulatives,  
(K-5, Social Sciences, Language Arts and Science)
- Project WET: Weather (K-5, Social Sciences, Language Arts, Science)
- Serious Fun Classes: Virtual Weather Programs (3-5, Science and Social Science)
- Masters of Disaster Program: Tornadoes, Hurricanes, and Waterspouts,  
(K-5, Social Science, Language Arts and Science)
- Guest Speaker Program: Meteorologist (Development of academic language)
- Field Trip Program: Weather Station (The California Science Framework mandates student investigation and experimentation skills.)

### **Biology:**

- Systems Unit: Life Cycles (K-5, Language Arts, Math and Science)
- Fire Unit (K-5, Social Science, Health and Safety, Science and Math)
- Move Like You Mean It Classes (K-5, Physical Education, Science)
- Serious Fun Classes: The Virtual Frog Dissection Computer Programs  
(3-5, Science and Social Sciences)
- Serious Fun Classes: The Virtual Human Body Computer Programs  
(2-5, Art and Science)
- Serious Fun Classes: Rain Forest Manipulatives and the Virtual Rain Forest  
(K-5, Social Sciences, Science and Music)
- Project WILD (K-5, Social Sciences, Art, Music, and Science)
- Guest Speaker Program: Zoologist, College Student, Biology Major (All grade levels) (Development of academic language)
- Field Trip Program: Zoo, Aquarium (All grade levels)
- School Garden and Compost Project (All grade levels)
- Hands-on virtual and real Biology Labs (The California Science Framework mandates student investigation and experimentation skills.)

### **Physics:**

- Color, Shapes and Light Unit (K-2, Art, Science and Math)
- The Physics of Light Unit (3-5, Science, Art, Music, Language Arts, Geography, Science and Social Sciences)
- Fire and Energy Unit (K-5, All subject content areas)
- The Physics of Song: Art Attack Classes (K-5, Music, Social Sciences, Language Arts, Science and Math)
- Light and the Artist: Art Attack Classes (K-5,
- Kinesics: Move Like You Mean It Classes (K-5, Physical Education, Science)
- Serious Fun Classes: Physics Manipulatives, (K-5, Science and Math)
- NASA Projects (K-5, All content subject areas)
- Southern California Edison Energy Program (K-5, All content subject areas)
- Guest Speaker Program: Physicist, College Student: Physics Major (All grade levels) (Development of academic language)
- Field Trip Program: Laser Laboratory (4-5 grade levels)
- Hand-on virtual and real Physics Lab (The (California Science Framework mandate student investigation and experimentation skills.)

### **Chemistry:**

- Fire Unit (K-5, All content subject areas)
- Recycling: School-wide program
- Serious Fun Classes: Atom Magic Manipulatives (K-5, Science and Art)

- FEMA Fire Program (K-5, All content subject areas)
- Smokey the Bear Fire Safety Program (K-5, All content subject areas)
- Guest Speaker Program: Chemist, College Student: Chemistry Major (All grade levels) (Development of academic language)
- Field Trip Program: College Chemistry Lab, Law Enforcement Crime Lab (4-5 grade levels)
- Chemistry Laboratory and Experimentation Program (All grade levels) (The California Science Framework mandates student investigation and experimentation skills.)

**Birthdays and Science Themed Celebrations:** A number of important birthdays will be observed in school-wide celebrations. These lessons celebrate individuals with cross-curricular achievements. Students may nominate candidates for inclusion in the celebrations. This nomination process will use the “Democratic Voting Model.” (See Social Science Curriculum in this section.)

### **Birthdays**

- Albert Einstein (Science, Language Arts and Peace Studies)
- Thomas Jefferson (Social Sciences, Art and Architecture, Horticulture)
- Ben Franklin (Language Arts, Social Sciences, Meteorology)
- Theodore Roosevelt (National Parks Proponent, Social Sciences and Science)
- Women and Minority Science and Math Pioneers will be featured.

### **Science Themes**

- Pi Celebration/Healthy Pie Day, March
- Earth Day,(Month-long April Celebration)

**Invention Timeline:** All grades will add to the invention timeline throughout the school year. The research for this timeline will be completed in classes as part of an integrated unit in Social Sciences and Language Arts. This timeline will be displayed in a common area and it will also be available for “gallery walk” activities and class assignments.

Inventors will include: well known, women, inventors from all cultural groups and inventors of popular school-age devices that are directly applicable to the Science and Math units (slinky, skateboard, etc.). Emphasis will be on local and California inventors and “kid” inventors as outlined in *Brainstorm! : The Stories of Twenty American Kid Inventors*.

**Guest Speaker Program:** Weekly guest speakers will present age-appropriate, themed chats with students through the year. Special guest demonstrations and classroom interviews will be integrated into every unit. Efforts will be made to recruit guest speakers from the Pasadena Jet Propulsion Laboratory and nearby commercial companies working in NASA projects. (*Science Framework*, pages 12, 20, 21)

**School Junior Inventor and Science Fair Program:** Each year students will present projects created in classes in a school-wide, grade-level appropriate presentations. Inventors and Science Project presenters will be interviewed, rather than judged, about their inventions and projects. The focus of the fair will be inquiry, rather than assessment.

**School Garden:** The school garden will be shared by all grade levels. All students will be able to enjoy the garden environment, but planting and cultivation will be based on grade-level curriculum units. These units and classes include:

- Discussion of native California trees and plants with sample plantings. These plantings will be integrated into Social Science and Language Arts Units. They will also be used a component of the Botany and Arboretum Guest Speaker Program.
- Season appropriate vegetable plantings will be integrated with Social Science and Language Arts Units. The guest speakers will use the garden in discussion of weather, water resources and climate.
- Garbage composting of food/lunch leftovers and grass clippings will be done each day in grades K-5 (weather permitting). The composting activity will be integrated into the Professional Landscaping and Landscape Architect Guest Speaker Programs. Upper grades will use the compost material for laboratory exploration.
- Nutrition and Health lessons will compare today's diet with past historical periods, emphasizing healthy diets. (*Science Framework*, page 8)

### **Labs and Experimentation**

Inquiry and exploration will be the basis of each curriculum unit. Key questions will be given to students with the weekly Working Portfolio rubric for all grade levels. Emphasis will be on the process and the questions to be asked, rather than focusing on a finite answer or “drill and kill” activities. Computers and technology will form the core of the laboratory experience and weekly experimentation in “Serious Fun” classes. (*Science Framework*, page 11, 12)

### **LEGO Olympics**

Students at MSES will be active participants in national LEGO building contests. Preparation will include LEGO curriculum from the National Science Foundation. Activities and instruction, both in the classroom and during “Serious Fun” classes, will encourage students to explore and experiment in a relaxed atmosphere with familiar LEGO toys. (*Science Framework*, page 12)

## **LANGUAGE ARTS**

The Language Arts at MSES will be a literature and standards-based curriculum program. It will integrate into the units organized around Science themes. Students will learn the elements of presenting laboratory reports, researching and reading primary and secondary documents, reading fiction and non-fiction works related to unit themes and topics.

The Language Arts emphasis will be on high-interest, inquiry-based topical reading and writing. Attention to scientific writing detail, including spelling, grammar and formatting issues, will be done in a relaxed atmosphere, with remediation done by career professionals, university volunteers and community service volunteers using intervention curriculum materials. (*L/A Standards, Grades K-5*)

### **Reading:**

The Reading Curriculum will be integrated into all content areas. Students will progress through a literature-based and standards-based reading and curriculum emphasizing balanced literacy practices.

The curriculum will begin with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words discovering words and meaning from context, and recognition of irregularly spelled words. Fluent reading and strong comprehension skills will be the focus of the school curriculum.

Student grouping will be by reading community. The communities will be divided into: K-1; 2-3; 4-5. Since reading readiness is not determined by grade assignment or age, especially in elementary age males, multi-grade groupings will allow students two years to develop required skills without stigma or loss of self-esteem. The groupings also allow non-native speakers an opportunity to develop the necessary vocabulary and skills. Within each group, activities and exercises will provide; remediation, grade and age appropriate-level, and individual advancement assignments. Each unit requires the same literature selection, but activities vary, depending on the individual abilities of the student. Upper-grade level peer tutoring, university Education majors and pre-service teachers will assist in individualized and small group instruction. The Americorps and/or Senior corps volunteers will assist the classroom teacher in creation of individualized program, rubrics and portfolio assessment. (Sample of integrated, ability-level lesson follows this section.)

The reading standards and objectives of the *California State Framework* and the *No Child Left Behind Act* will be met through the study of the following units and school-wide activities:

**Lessons and Activities will incorporate:**

- Reading and evaluation of biographies important local figures, national and international scientists and inventors
- Creation of Lab Journals
- Personal Journaling
- Writing using investigation and research skills
- Research using the Internet and print resources
- Reading non-fiction works on topical issues
- Reading current events: online, magazine and print newspapers
- Reading the school newspaper
- Reading poetry, folk tales and legends
- Reading first person narrative
- Understanding various genres of literature
- School Book Club and monthly reading contests

**Writing:**

The Writing curriculum will be integrated into all content areas. It will include literature and science-based readings with the emphasis on the six traits of writing: voice, sentence fluency, organization, ideas, word choice, and conventions. Students will practice various forms of writing, including personal narrative, exposition, letters, newspaper reporting, plays, poetry, short stories, biographies, directions, format scientific reporting, scientific observation, realistic and fantasy stories. The principles and applications of correct grammar will be incorporated into writing exercises. Age and unit appropriate materials will be incorporated from the Council of Teachers of English, National Writing Project, and the National and California Writing Project. Fifth grade graduates will be able to write 500-700 word narrative, expository, persuasive and descriptive pieces. (*L/A Standards, 5/1.0 & 2.0*)

The writing standards and objectives of the *California State Framework* and the *No Child Left Behind Act* will be met through the study of the following units and school-wide activities:

**Writing Lessons and Activities will include:**

- Journaling: Personal and Lab

- School Newspaper
- Guest Speakers: Careers and Occupations
- Technology: Word Processing Programs
- Letter Writing: Pen Pal Programs and Assignment
- Portfolio Creation: Activities and Lesson
- Written Reflection on Labs, Projects and Research
- Research Reports
- Note taking and Recording
- Project and Research Formatting
- Grammar and Conventions
- Sentence Construction
- Vocabulary Building (Science, Math, L/A, S/S, the Arts)
- Informal Writing: Notes and Memos (4-5)
- Basic Business Writing (Grades 4-5)
- Basic Technical Writing (Guest speaker, Grade 5)
- Creative Writing: Storytelling, Myths and Legends
- Poetry (Corridos, Decimas, Haiku, etc.)
- Math Problem Journals

**Portfolio Creation:** All grade levels will keep a weekly working portfolio of all content area materials. A semester portfolio project will incorporate integration of selected work from the weekly work. An additional reflection and written self-evaluation will be required in each subject area. (*L/A Framework, K-5*)

The portfolio will use holistic scoring and informal standardized rubrics for weekly work. These are designed to encourage student revision and improvement. Teachers will use formal assessment rubrics based on CA state curriculum standards for the subject areas, as well as the guidelines and criterion from the standardized tests students will take in various content areas. (See assessment section of this document.)

**Writing and Standardized Testing:** Practice testing, including sample California and national standardized testing, will be integrated into each unit. These will be conducted in a non-threatening format with emphasis on “Practice and Weekly Improvement” interventions.

**Monthly Science Newspaper:** A school-wide newspaper will be created by all grade levels. The lower grades will select appropriate images, while the upper grades will create the written content. Content will include:

- Science and invention reports
- Biographies of noted inventors and scientists
- Announcements of new invention and discoveries
- Interviews (questions and answers) with monthly guest speakers

### **Speaking and Listening**

The MSE will require students to participate in the following activities to develop speaking and listening skills:

- Question and answer (Investigative Interviews)
- Science Fair presentations
- LEGO Competitions
- Portfolio creation
- Timeline creation
- Local history interviews
- Lab presentations

- Lab explorations
- Field Trips (School will encourage participation)

## LITERATURE

The literature standards and objectives of the *California State Framework* and the *No Child Left Behind Act* will be met through the study of the following units and activities:

### Classic Literature

Each grade level will have a classroom library of reference materials and core supplemental literature. These materials will be used in lessons and activities and will be made available to students in extracurricular and intervention activities. The school will also build a lending library that will include texts and books from the California English Framework approved literature list for grades K-5. Emphasis will focus on the school themes of invention, natural and physical sciences, biography (women and minorities will be featured), multicultural literature and local history. (*L/A Standards, K-5; Science Framework, page 12*)

Literature will form the basis of each Unit and students will be introduced to the works of great authors both past and present. The curriculum may include, but is not limited to Greek, Roman, and Egyptian mythology, fables and folktales from both Western and Non-Western cultures. Students will read such authors as Judy Blume, Beverly Cleary, Bette Greene, Langston Hughes, Washington Irving, Scott O'Dell, Katherine Patterson, Patricia Polacco, William Shakespeare, Elizabeth George Speare, Jerry Spinelli, Mark Twain, and E. B. White. Activities and lessons in each unit will integrate these works into the monthly themes.

The school will use materials to develop decoding and comprehension skills that will develop a basis for advanced literary study. Literature will address themes of exploration, experimentation, imagination, character, virtue, and citizenship. (*L/A Standards, K-5*)

While the core of each unit will be literature, each grade level will have access to a classroom set of grammar text, basic literature set (California approved *Tapestry Series* and curriculum program) and classroom sets of titles used in each thematic unit. Grammar and literature texts will be used in lessons and activities in building student basic skills required for careers and standardized tests. Every classroom will have a set of age-appropriate dictionaries and a set of thesaurus. (*L/A Framework*)

Weekly working portfolio assessment, semester and year-end assessment requirements reflect the National Council of Teachers of English Standards and the *California State Framework and Standards for Language Art*. The assessment rubric is available under the *Assessment* section of this document.

## MATHEMATICS

Magnolia Science Academy Elementary School will participate in the Eisenhower Network in both the *Clearing House* and *National Network of Eisenhower Regional Consortia* programs. The Eisenhower Network series material:

Each document represents the reflective thinking of professionals

who for more than 10 years have been participants and observers of mathematics and science reform. The series highlights practical knowledge acquired from the systematic use of strategies and tools that facilitated education reform. Moreover, in each document, the writers interpret and/or connect practical experience to research. (*EisenhowerNetwork Website*)

The Math curriculum will represent the best practices in the field and use **Young Mathematicians at Work** for the foundation of the program. The YMAW curriculum integrates well to the constructivist methodology and themes at MSES.

### **Mathematic Themes**

School-wide themes will be related to the Science curriculum including:

- Probability
- Estimation
- Analytical Thinking
- Problem Solving Journals
- Real Life Use of Shapes and Triangles

One set of **math manipulatives** will be purchased for each K-5 classroom. These will be used to meet the CA State Framework standards in Measurement and Reasoning for each grade level. Grades 3-5 will use additional manipulatives for problem solving and real-life estimation situations.

MSE teachers will also use **AIMS materials** to engage students in math and science activities. AIMS (Activities Integrating Mathematics and Science) is a nationally-acclaimed program designed to enrich the education of students in kindergarten through grade nine using a hands-on approach integrating mathematics and science. All AIMS activities are designed around a Model of Learning that includes hands-on activities relating to the real world, recording and working with data, representing data in graph or pictorial form, and engaging in higher - order processes to make meaning of the activity. *AIMS is not a complete curriculum, it's rather a collection of activities. MSE will incorporate these activities into its curriculum.*

In a 1994 article for *School Science and Mathematics*, Deal stated that "AIMS (Activities that Integrate Math and Science) is enjoying tremendous success among students, teachers and administrators".

Weekly Working Portfolio assessment, semester, and year-end assessment requirements reflect the National Math Standards and the *California State Framework and Standards for Mathematics*. The assessment rubric is available

under the *Assessment* section of this document.

The Math standards and objectives of the *California State Framework* and the *No Child Left Behind Act* will be met through the study of the following units and activities:

Lessons and Activities:

- Graphing Lab Experiments (3-5)
- Budgeting Student Store (4-5)
- Junior Achievement Program (Everyday/Business Math) (K-5)
- Planning a Garden (Area and Perimeter) (2-5)
- Puppet and Costume Design (Area and Measurement) (K-5)
- Geometry (General and Space Geometry) (3-5)
- Algebra (Problem-Solving) (4-5)
- Model Construction (K-5)
- Architecture and Design (2-5)
- Guest Speakers (Engineers and Mathematicians) (K-5)
- Mural Creation (3-5, Art and Math)
- Aeronautical Design (3-5)
- Circuitry Design (2-5)
- The Economics of Recycling (5)
- The Economics of School Lunch (5)
- The Agriculture Industry in CA (4-5)
- Small Farming and Measurement (4-5)
- Theater, Set and Costume Design Using Math Skills (1-5)
- Puppet Creation and Math (K-3)

**School Recycling:** The Academy will contract with a local commercial refuse company to provide bins for recycling collection. The program will be designed to encourage environmental protection, rather than a money-making activity. Collection will include: Newspaper, aluminum cans, paper, glass, and plastic. All grades will use the recycling program as a basis of the Recycling Math Unit. (Science Framework, page 8)

## HISTORY/SOCIAL SCIENCES

The History curriculum will offer students grounding in Local, California, and United States History and an understanding of the development and operation of the three levels of government. The curriculum will also introduce World history through literature, culture, arts and current events. This will include, but is not limited to, a foundation in the civilizations of ancient Greece, Rome, Egypt, the British Monarchy, Africa, China, and Japan.

Students will use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information. The Social Science curriculum will focus on inquiry-based questions to explore topics using research and critical thinking skills. The **core text** for Social Sciences will be Joy Hakim's *History of the United States* (winner of the James A. Michener Prize in Writing from the National Council for the Social Studies and the New York Public Library History Award). While the series includes 11 volumes, the fourth grade will use Volume 3 and the fifth grade will use Volume 4. A complete set of the work will be available in each classroom.

Each classroom will have a small reference library that will include:

- *The Chicago Review Press' Kid's Guide Series for American and World History*
- *New York Public Library Amazing... Series.*

The curriculum will integrate age and unit appropriate lesson plans and activities from the Junior Achievement Program, Constitutional Rights Foundation, Library of Congress/American Memory Collection, Ben's Guide to the US Government (US Printing Office), PBS Liberty's Kids, National Council for the Social Studies, and the American Historical Association. Each of these programs meets the California standards in the subject areas for History, Geography and Social Studies.

The History, Geography, Culture and Social Studies standards and objectives of the *California State Framework* and the *No Child Left Behind Act* will be met through the study of the following units and activities:

**Overall Social Science Themes:**

- The History of Math and Science (K-5)
- Change Over Time (K-5)
- Local Community and Heritage (K-5)
- Geography and History (K-5)
- Community (K-5)
- The Democratic Process and Voting (K-5)
- The Federal Funding Process and Science (4-5)
- The Environment and History (3-5)
- Social Justice and Science K-5)
- Current Events and the School Newspaper (1-5)
- Student Store and Economic Skills (4-5)
- Recycling Center (K-5)
- School Garden (agriculture and history) (K-5)
- Serious Fun (Research Exploration) K-5)
- Guest Speakers (Researchers, Local Historians, Careers and Occupations) (K-5)
- The History of Ecology and the National Parks (4-5)
- The History of Inventions (1-5)
- Competitions in Constitutional Rights Programs (4-5)
- Pen Pals and Letter Writing (3-5)
- Participation in the School Court Program (3-5)
- The Study of Biography (2-5)
- Research Skills (1-5)

While each unit will integrate all core subject areas, each grade level will emphasize Social Science and History topics required by the *California State Framework* and the *No Child Left Behind Act*.

- **Kindergarten:**

The School Community

The School Garden

Fish Communities: Our School Aquarium

Serious Fun Activities

Voting and Citizenship

Careers and Occupations

Guest Speakers

Junior Achievement

Smokey the Bear Curriculum

Sparky the Fire Dog Curriculum

Artifacts

Archeology

Field Trip: Science Central Museum

- **First Grade:**

Careers and Occupations

Voting and Citizenship

Serious Fun Activities

Democracy in Action

Guest Speakers

Careers and Occupations

Junior Achievement

American Red Cross Masters of Disaster Curriculum

Artifact and Sources

Archeology

Museum: Art Museum

City Government

- **Second Grade:**

The School Newspaper and Current Events

Voting and Citizenship

Red Cross Masters of Disaster Program

The School Court

Junior Achievement

Primary and Secondary Sources

Archeology

Local Museum: Art Museum

County Government

- **Third Grade:**

The School Newspaper and Current Events

Voting and Citizenship

Red Cross Masters of Disaster Program

The School Court

Junior Achievement

Primary and Secondary Sources

Archeology: Page Museum of La Brea Discovery

County Government

Local History

World Cultures

The Environment and Protection

- **Fourth Grade:**

Local History

California History (As outlined in the *CA Framework and Standards*)

The School Newspaper and Current Events

Voting and Citizenship

Red Cross Masters of Disaster Program

The School Court

Junior Achievement

Archives and Museums: Gene Autry Museum of Western History

Archeology

The Environment and Protection Societies

- **Fifth Grade:**

United States History (As outlined in the *CA Framework and Standards*)

The School Newspaper and Current Events

Voting and Citizenship

The School Court

Junior Achievement

Constitutional Rights Foundation Program

Red Cross Masters of Disaster Program

Weekly Reader/Online Newspapers

PBS Liberty's Kids

Archives and Museums: LACMA and LACMNH

Archeology

PBS Democracy Project

### **Democratic Voting Model and Use of the Vote**

MSES will use materials from *PBS's Democracy Project* to encourage students in use of the initiative and referendum process. The curriculum requires students to make nominations for various units and school activities, such as naming the school newspaper, and follow democratic principles in making school and class-wide decisions.

### **School Court and the Use of the Court**

The Magnolia Science Elementary School Court will work as a branch of the school administration to handle student social and discipline issues. Upper grade levels will use a mock court for staff-selected infractions. The students will be active participants in developing the court structure and process.

### **Economics and Money Management/Junior Achievement:**

A limited supply of basic school equipment (pencils and paper) will be sold from an upper-level class store. Classes will organize sales each Monday of the week. Students will use basic bookkeeping methods to record inventory and sales. (*S/S Standards, Grade 4 & 5*)

The Junior Achievement weekly program will be used in K-5 classes. This curriculum integrates economic, community and math themes in activities that align with the California and national economic standards.

Sample Social Studies Lesson

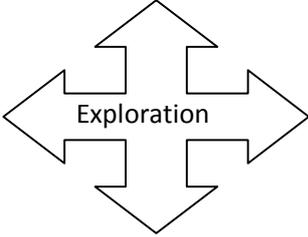
Pre-planning Chart

**Prior Concept/Skill/Knowledge Chart**

**Lesson Plan:** 4<sup>th</sup> Grade: Dining California Style: 1800/1900/2005

1-2 Inventions: astrolabe

2-3 Ocean Currents

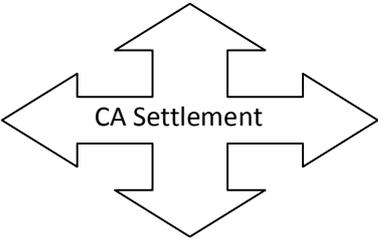


2-3 Pilgrims

2-3 Downtown Buildings

3- Explorer's Journals

**Technology Skills:**  
  
K-3 Keyboarding  
3 Word Processing



K-2 CA  
Wildlife  
Plants  
Fish

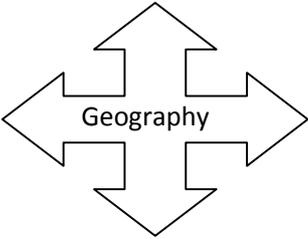
2-3 Mission Culture

K-2 Local Place Names

K-3 CA-harbor

1-3 Coasts

K-3 CA-Bay



Los Angeles  
County  
Boundaries

K-3 Bodies of Water

## Sample Grade 4 Integrated S/S Plan:

School:	Magnolia Science Elementary School
Author:	Pamela Gray/Research Corps
Teaching Dates:	January (Unit 6): 7 school days

### Lesson Plan Title/Theme: (Agriculture) California Dining: Yesterday and Today

Essential Questions:	<p>What were the early crops grown in CA?</p> <p>What did early Californians eat in 1800, 1900 and 2005?</p> <p>Is our nutrition better then or now?</p> <p>What are the main geographic farming regions in CA?</p> <p>Have these regions changed over time?</p>
Lesson Summary:	<p>The focus of this lesson is dining, but through an exploration of dining habits and agriculture, students will learn the basic living conditions in CA in 1800, 1900, and 2005. Students will research in primary and secondary sources for the history of CA agriculture focusing on corn, grains, oranges, nuts, and sugar. Student groups of three will create a PowerPoint presentation explaining trends and development related to the assigned food during the three periods. Students will determine the dining experience after viewing the class PowerPoint presentations. Groups will discuss and cluster ideas on the diets in each time period. Each student will then create a three-paragraph paper describing a meal in decade. (One paragraph for each period.)</p>
Subject Area(s):	History/Agriculture/Nutrition "Dining CA Style"
Grade Level(s):	4 <sup>th</sup> Grade
Targeted State Frameworks/Content Standards/Benchmarks	<p>History and Social Sciences</p> <p>4.1.3: Identify the state capital and describe the various regions of CA, including how their characteristic physical environments affect human activity.</p> <p>4.1.4: Identify the locations of the Pacific Ocean, rivers valleys, and mountain passes and explain their effect on the growth of towns.</p> <p>4.1.5: Use maps, charts, and pictures to describe how communities in CA vary in land use, vegetation, climate, population density, architecture, services and transportation.</p> <p>4.2.1: Discuss the major nations of CA Indians, including their geographic distribution, economic activity, legends, and religious beliefs, and describe how they depended on, adapted to, and modified the past environment by cultivation of land and use of sea resources.</p> <p>4.2.5: Describe the daily lives of the people, natives and nonnative, who occupied the presidios, missions, and pueblos.</p> <p>4.4.4: Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities in LA</p> <p>4.4.5: Discuss the effects of the Great Depression, the Dust Bowl and World War III on California.</p> <p>English/Language Arts/Writing</p>

	<p>1.5: Quote or paraphrase information sources, citing them appropriately.</p> <p>1.6: Locate information in reference texts by using organizational features.</p> <p>1.7: Use various reference materials as an aid to writing.</p> <p>1.9: Demonstrate basic keyboarding skills.</p> <p>2.3: Write information reports (a,b,c)</p> <p>Written Conventions</p> <p>1.0: Use written and oral English language conventions.</p> <p>Listening and Speaking</p> <p>1.0: Listening and Speaking Strategies 1.1-1.4</p> <p>Mathematics/Statistics, Data Analysis, and Probability</p> <p>1.3: Interpret one-and-two variable data graphs to answer questions about a situation.</p> <p>Math Reasoning</p> <p>1.1: Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing, prioritizing information, and observing patterns.</p> <p>1.2: Determining when and how to break a problem into simpler parts.</p> <p>Science/Life Sciences</p> <p>3.a: Students know ecosystems can be characterized by their living and nonliving components.</p> <p>3.b: Students know that in any particular environment, some kinds of plants and animals survive well...and some cannot survive at all.</p> <p>Investigation and Experimentation</p> <p>6.c: Formulate and justify predictions based on cause-and-effect relationships.</p>
<p>Student Objectives/Goals/Learning Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to name basic agricultural products of CA</li> <li>• Produce a PowerPoint presentation on one crop showing change over time.</li> <li>• Be able to identify the general agricultural regions in CA in 1800/1900 and today.</li> <li>• Demonstrate understanding by writing a short report to explain how the basic crops might have been eaten as a meal in the various periods.</li> <li>• Plant and care for a sample of each crop in the School Garden</li> </ul>
<p>Student Grouping:</p>	<p>Single student: Writing; Pair-and-share; Group planning: Trio PowerPoint Presentation; Mixed and ability groupings</p>
<p>Time Requirement:</p>	<p>One Week for Study and PowerPoint Presentation + 1 day to discuss, write and an additional day to plan and plant crops.</p>
<p>Prerequisite Skills:</p>	<p>Technology:</p> <p>Access Internet</p> <p>Image Capture</p>

**Materials and Resources:**

<b>Technology</b>	<b>Hardware:</b>	<b>Software:</b>
	Camera/Digital Camera X Computer/Computer Lab X Scanner X DVD Burner DVD Player CD Burner X Internet Connection X Laser Disk Printer(s):Network Printers TV X VCR X Video Camera Video Conferencing Computer Camera Other: Other:	Database Spreadsheet Desktop Publishing Email Software Paint Program Art Program X CD-ROM Title: X Image Processing X Kid Pix X (Special Needs Students) Internet Web Browser Multimedia Title Web Page Development Word Processing: Program: X Front Page: X Other: PowerPoint X Other:
<b>Printed Materials:</b>	<b>Primary:</b>	<b>Secondary:</b>
Joy Hakim, A History of the United States, Making the Thirteen Colonies, 1600-1740, Book 2 (Oxford: Oxford University Press, 2003)	Artifact: Book: CD-ROM Images: Title: CD-ROM Documents: Title: Other: Other:	Text: Supplement: Newspaper: CD-ROM: Title: Picture Book: Nonfiction: Fiction: Other:
<b>Supplies:</b>	<b>Required:</b>	<b>Number Necessary:</b>
	CD-ROMs for PowerPoint Presentations	One for each group Social Science Resource Journal

Internet Resources:	Name:	Address:
	Teacher's Resources: Lifestyles for all colonial areas in US and Upper Baja	<a href="http://pw1.netcom.com/~wandaron/col.html#eng">http://pw1.netcom.com/~wandaron/col.html#eng</a>
	A Brief History of Farming: U of Illinois	<a href="http://www.aces.uiuc.edu/~sare/history.html">http://www.aces.uiuc.edu/~sare/history.html</a>
	CA Department of Food and Agriculture: Kid's Page	<a href="http://www.cdfa.ca.gov/kids/">http://www.cdfa.ca.gov/kids/</a>
	UC Extension Program: CA Agriculture Page	<a href="http://ucanr.org/ce.cfm">http://ucanr.org/ce.cfm</a>
Other Resources:	CD-ROMs with farm photographs for the three periods.	
	CA Alfalfa Crops	<a href="http://alfalfa.ucdavis.edu/variety/">http://alfalfa.ucdavis.edu/variety/</a>
	Ag History at the Heidrick Center	<a href="http://www.aghistory.org/">http://www.aghistory.org/</a>

Plan for Differentiated Instruction	Requirements:
Special Needs:	Partner w/computer "expert"; tape recorder; head phones; special keyboards
Non-Native Speaking Needs:	Partner w/ native speakers; special thematic dictionaries
Gifted or Talented Needs:	Additional CD-ROM image disks; music disks for PowerPoint presentations Additional fonts Avocados: <a href="http://www.avocado.org/avocado-facts/">http://www.avocado.org/avocado-facts/</a>

General Procedure:	Special Instructions:
Day 1: CA Maps: Identification of geographic places, regions, climates, and population density today.	Use PowerPoint Rubric for assessment.
Day 2: Introduce Resources. Assign groups and foods.	Either computerized or paper storyboards can be used, depending on availability of computer lab.
Day 3: Begin Research into Food Production in 1800/1900/2005.	
Day 4: Storyboard and create PowerPoint Presentations on assigned foods.	
Day 5: Presentation of PowerPoint Presentations	
Writing Assignment: Describe a typical CA dinner in 1800/1900/2005. (3-paragraph essay)	
Planting: (Consult w/horticulturalist to determine successful crop from each grouping) plant crops.	

## Student Assessment:

Daily Work: Saved images, Notes on research, Storyboard-groups; essay on dining, maps of CA

Working Portfolio: PowerPoint assessment rubric; CD-ROM disk of presentation; Dining essay, completed drawn or computer-generated maps

Recommended submission for Semester Portfolio:

(c. Research Corps/2004)

## GEOGRAPHY

Students will develop an understanding of maps and map reading. Fifth graders will be able to name and identify the 50 United States and their capitols, the major bodies of water, major land masses and the five-regions of the United States. Lesson planning will incorporate unit and age-appropriate activities and plans from the National Geographic Society, International Geography Society, the National Council on the Social Sciences, the United Nations' UNESCO Cyber Bus, the American Red Cross Master's of Disaster Program, and FEMA. Activities and lesson plans meeting the *CA Framework and Standards* will be selected. Other lessons will be modified to meet State requirements and standards.

While the study of Geography at the school will integrate Science, Math, Social Sciences and Language Arts, the Geography standards and objectives of the California State Framework and the *No Child Left Behind Act* will be met through the study of the following units and activities:

### Integrated Geography Units Include:

- **Journals and Mapping**

World Explorers (4-5, S/S, L/A and Geography)

Travel Diaries (4-5, S/S, L/A, Geography)

Mapping Ocean Voyage (4-5, S/S, L/A, Geography)

- **Communication, Travel Planning and Maps**

Letter Writing (3-5, L/A and Geography)

Tracking Immigration, (4-5, S/S, L/A and Geography)

- **Imaginary and Fictional Places and Mapping**

*A Wrinkle in Time Map* (5, L/A and Geography)

*Charlotte's Web* (5, L/A and Geography)

Spaceship Design (2-5, Math, Science and Geography)

Space Station Design, Exterior and Interior (2-5, Math,  
Science and Geography)

- **Geography and Space**

Long-term plans include writing grants to integrate a satellite- positioning unit into the study of Geography.

Mapping Saturn, the Moon, Mars, and the Galaxy (1-5, S/S,  
Science, Math)

Tracking the Moon Lander route (4-5, Science and Geography)

- **Agriculture and Nutrition**

Colonial Geography and Food Production (5, S/S, Science  
and Geography)

California Geography and Food Production (4, S/S, Science,  
Math, L/A and Geography)

Local Maps with LA County Food Production (3-4, S/S, Science,  
and Geography)

- **Ecosystems and the Rain Forest**

Mapping and the Rain Forest (K-5, Science, S/S, Math, Ecology,  
Geography and L/A)

Design a Rain Forest (3-5, Science, S/S. Math, Ecology and Geography)

Pen Pals/Current Events (4-5, L/A, Science)

### **Pen Pal Club**

Grades 4 and 5 will be encouraged to use foreign language skills to write to students in other countries using professional education organization endorsed internet Pen Pal sites.

### **MUSIC and PERFORMING ARTS**

Music and Performing Arts will be integrated into the Reading and Social Studies curriculum at MSES. Students will learn about musical forms as they occurred in the historical periods studied. These musical forms include, but are not

limited to, Folk Music, Symphony, Opera, Ballads and Multicultural music. Special emphasis will be placed on listening to and appreciating music from all historical periods as well as traditional American music, and music from specific cultures. (PA Standards, K-5)

The study of Music, Theater, Dance and other Performing Arts at the school will integrate Science, Math, Social Sciences and Language Arts. Specific Performing Arts standards and objectives of the *California State Framework and Standards for Performing Arts* and the *No Child Left Behind Act* will be met through the study of the following units and activities:

### **Music History and Appreciation**

- Making Music (Math)
- Famous Musicians (Social Science, Language Arts, Music)
- The Music of California (Grade 4, Social Sciences and Music)
- Colonial Music (Grade 5, Social Sciences and Music)

### **Careers in Music**

- Art Attack: Guest Speakers: String Bass Player (All grade levels)
- Art Attack: Guest Speakers: Arrangers (All grade levels)
- Arranging Music (2-5, Music and Math)

### **The Science of Sound**

- The Physics of Sound (All grades, Science and Music)
- Building an Instrument Activity (All grades, World Culture and Physics)

### **The Math of Music**

- Planning the Symphony (4-5, Math and Music)
- Music Phrasing (K-5, Language Arts, Math and Music)
- Music: Change Over Time (3-5, Social Sciences and Music)
- Musical Instruments: Change Over Time (3-5, Social Sciences, Music and Science)

### **Dance, Movement and the Arts**

- World Dancing (K-5, World Culture, PE and Music)
- Popular Dancing (K-5, Physical Education and Music)
- Folk Dancing (K-5, World Culture, Social Science and PE)
- Choreography and Math (3-5, Social Sciences, PArts and Math)
- Costume Design and Puppetry (K-5, Math, Social Science, Language Arts, and Science)
- Stagecraft and Puppet Theater (1-5, Arts, Math, Language Arts and Social Sciences)

**Getting in the Mood Music:** Music and environmental sounds will be played in the common area of the Academy when students are arriving and leaving the school. The music will reflect the Academy Unit Theme for the week. (The Space Unit will include computer-generated music and recordings from space. The Rain Forest Unit will have sounds of rain forest.)

## **THE VISUAL ARTS**

Study of the Visual Arts will be integrated into all areas of the curriculum. Featured projects will include quilting and sewing, painting, drawing, sculpture, ceramics, weaving, metalworking, model building, tessellations, geometric art, and computer assisted graphics. (*VA Standards, K-5*)

The Visual Arts standards and objectives of the *California State Framework* and the *No Child Left Behind Act* will be met through the study of the following units and activities:

### **Art History and Appreciation**

- Our Community and Art/Careers in Art  
Art Attack: Guest Speakers and Performers (All grade levels)
- Integration of Popular Culture into Units (K-5, Social Science, Literature, Art)
- World Artists and Historic Events in Art (2-3, Social Sciences, Language Arts and Art)
- California Artists and Historic Events in Art (4, Social Sciences, Language Arts and Art)
- American Artists and Historic Events in Art (5, Social Sciences, Language Arts and Art)

### **The Science of Art**

- Color/The Physics of Light (All grade levels, All subject areas)
- Snowflake Activity (K-5, Art, Science, Math, Social Studies and Language Arts)
- Crystal-Making Activity (3-5, Art, Science and Math)
- Use of Light: Watercolor (All grade levels, Science and Art)
- Use of Light: Oil painting (All grade levels, Science and Art)
- Lasers (All grade levels, Science and Art)

### **Art and Math**

- Paint by Numbers (K-1, Math and the Arts)
- Shapes in Nature (K-1, Science and the Arts)
- Proportion and Murals (3-5, Social Sciences, Math and Art)
- Talking History: Quilt-making Activity (K-5, Social Science, Math and Art)

### **Young Artist Gallery**

The Academy will dedicate a permanent space for exhibition of student art and design. The school will explore the possibilities of encouraging a local artist in residence to work with students during “Serious Fun” class sessions.

## **CROSS-CURRICULAR WEEKLY CLASSES**

### **1. Move Like You Mean It**

**Purpose:** This class will introduce students to the elements of human kinetics’, the importance of skill practice, and review of *CA Standards* for movement and rhythm.

During this time, Americorps and pre-service elementary education majors from the local college will aid students needing additional movement assistance.

- Different school-wide program each week
- All grades complete the same program
- Grade-level meetings during the school day
- Content:
  - Video program
  - Guest speakers
  - (college athlete, ballet dancer, gymnast, swimmer, weightlifter, skater, popular dancer, surfer, etc.)
  
- Assessment: informal assessment form
- Weekly intervention by:
  - Americorps personnel
  - School of Education pre-service teachers

## 2. Serious Fun

**Purpose:** This class will allow students to experiment with topics taught during the week. Some activities will introduce students to the parts of the atom, math manipulatives, life-size cubes and building materials to create environments to illustrate weekly themes. During this time, Americorps and pre-service elementary education majors from the local college and university will provide intervention services with students who need additional assistance. Determination of student assistance groups will be based on weekly working portfolios. Students not meeting minimum weekly portfolio standards will be assisted by Americorps, members of the Senior corps (in grades K-1) and pre-service teachers.

### **Serious Fun Activities include:**

- **Groupings:**
  - Grade level **activities by** teacher's choice
  - Weekly class all grades
  - Age groupings: (K-1; 2-3; 4-5)
- **Content:**
  - Math manipulatives
  - Atom models
  - Environmental models (large foam cubes)
  - Cooperative building
  - Selected computer programs
- **Assessment: Informal Assessment Form**
- **Weekly Intervention by:**
  - Peer tutors
  - Americorps personnel

- Grandparent volunteers
- Community business members
- School of Education pre-service teachers

### 3. Art Attack

**Purpose:** This class builds an appreciation of the arts and an understanding of the types of careers and hobbies available in the various arts.

- Same school-wide program each week
- All grades complete the same program  
Three presentations: K-1; 2-3; 4-5
- Informal assessment form
- Related to content lessons
- Content:

#### **Fine Arts:**

- Guest artists
- Muralist (Math: proportion)
- Sculpture (Science: clay and stone)
- Watercolorist (Science: mixing colors)
- Oil painter (Science: painting conservation)
- Assemblage artist (Math: measuring)
- Stained glass artist (Math: measuring)
- Photographer (Science: developing photos)

#### **Music:**

- Percussionist (Science: sound)
- Conductor (Math: measures and notes)
- Guitarist (Science; sound and design)
- String Bass (Science: string length/pitch)
- Piano (Math: octaves)

#### **Computer Generated Art:**

- Digital Photographer (Technology)
- Computer Artist (Technology)
- Music Arranger (Technology)

#### **Commercial Art:**

- Advertising Artist (Technology)
- Clothing Designer (Technology and Math)
- Automobile Designer (Technology)
- Architect (Technology: AutoCAD)
- Interior Decorator (Science and Math)

#### 4. You Are What You Eat!

**Purpose:** The program design will encourage quality food selection and development of sound nutrition habits.

- Weekly program
- Grade-level lunch-time activity
- Nutrition Topics:
  - Foods grown in the San Fernando Valley
  - Food tasting healthy foods
  - Visit by growers
  - Display of raw and cooked foods (before & after)
  - “Cost-Matching Game” (healthy v. prepackaged)
  - Hot vs. Cold Foods
  - “Geography Food Game

#### 4<sup>TH</sup> AND 5<sup>TH</sup> GRADE INTEGRATED CURRICULUM

The Educational Committee at Magnolia Science Academy decided in March 2003 to have one teacher to teach English and Social Science and one teacher to teach Math and Science to ease the integration of core classes in the 6<sup>th</sup> and 7<sup>th</sup> Grades. This has worked successfully at the middle school level.

To implement the same program as a smooth progress from K-3 to Middle School, 4<sup>th</sup> and 5<sup>th</sup> graders will have 3 teachers at MSE. Teacher A will teach Language Arts, Social Sciences, Art, Homeroom, and SSR (Sustained Silent Reading) while teacher B teaches Math and Science. Teachers A and B will coordinate to teach computer skills. Computer class will mainly contain computer applications of core class subjects using necessary word and image editing skills.

Additionally MSE’s 4<sup>th</sup> and 5<sup>th</sup> graders will have a Physical Education teacher. Teachers A and B will meet on a regular basis to plan the integration of the subjects. An annual integration plan will be developed every August before school starts. Planning time will be given to teachers each week to complete the planning.

# **ATTACHMENT 3.a**

## LIFELONG LEARNING SKILLS AND INTERPERSONAL SKILLS

Students at Magnolia Science Elementary will develop lifelong learning skills and interpersonal skills, including:

1. **Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the managerial, adaptive, and associative skills appropriate to their grade level. Students will:
  - Take responsibility for their actions,
  - Work cooperatively with others to plan, initiate, and complete a project.
  - Engage in responsible, compassionate peer relationships.
2. **Self-assessment and Reflection:** Students will learn how to assess and be aware of their status and change their behavior and attitudes in an appropriate manner. Students will:
  - Reflect on and evaluate their own and others' learning, adaptability, and resourcefulness.
  - Reflect on his/her role as a community member.
  - Become aware of his/her ability to affect the community.
  - Be an active member of the Academy community.
3. **Goal Setting:** Students will learn to set their own short-term and long-term goals in keeping with their own goals and abilities. They will:
  - Make decisions and choices for the future.
  - Understand Academy benchmarks and goals and make goals and benchmarks for achievement.
  - Create options for themselves.
  - Create a positive image of self and the future.
  - Understand the variables of life forces and develop the maturity and flexibility to modify goals as situations change.
4. **Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop advanced critical-thinking skills. Students will:
  - Effectively access, evaluate, and integrate information from a variety of sources.
  - Use a wide variety of thinking processes appropriate for the resolution of complex problems.
  - Understand the consequences of choices.
  - Be able to develop an opinion and defend that opinion with supporting examples.
  - Develop a framework for determining fact, opinion and value choices.
  - Understand the various forms of supporting reasoning.
  - Understand the basic elements of higher order reasoning through project experience, including laboratory, project and portfolio activities.

5. ***Self-discipline:*** Students will learn to control their behavior at all times and will respect and uphold the values of the community. Students will:

- Develop effective study skills and habits, including creation of portfolios, attendance at research field trips, note taking, library research, computer skills, and study strategies.
- Build skills over grade levels in the following areas: following directions, analyzing complex projects and develop the skills to complete assigned projects.
- Evaluate their behavior on a formal and informal level.
- Plan and take action on appropriate ways.
- Take an active approach in modifying behavior, if Academy or teacher intervention is necessary.

6. ***Citizenship:*** Students will learn and enforce their civic rights and responsibilities. They will develop their citizenship values in the following categories. Students will:

- Take responsibility for their actions.
- Understand the importance of following rules and procedures.
- Understand their role in society and participate as part of the community, including taking part in community service at all grade levels.
- Understand the importance of maintaining personal and community environments. Students will model environmental planning at the Academy including recycling and participating in forums to determine “green” options for use at the Academy.
- Obey laws and participate in a student court to maintain a safe Academy community.
- Voice their opinions as a requirement of democracy. This will include active participation in the voting and directed political and social action campaigns at the Academy.
- Function in cross-cultural interactions at each grade level.

# **ATTACHMENT 3.c**

## SCHOOL CALENDAR

School administration will announce the school calendar in the beginning of every instructional year.

July 2010						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



No School



Shortened Day



Minimum Day

7/12

Principals First meeting with Teachers

August 2010						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8/16 – 9/8

Teacher Prep/Professional Days

8/30

Parent Orientation Day 1(10am-2pm)

September 2010						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/6

Parent Orientation Day 2(2pm-6pm)

9/10

Pupil Free Day – No School

**9/13**

**First Day of School**

9/27

After School Programs Begin

9/29

Picture Day

9/27-10/8

MAP Testing-1

October 2010						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 10/4 Back To School Night
- 10/11 1st Progress Report
- 10/20 Picture Retake Day
- 10/21-22 Parent Teacher Conferences  
(3:00pm-5:00pm)

November 2010						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 11/11 Veteran's Day-No School
- 11/25 Minimum Day
- 11/25 2<sup>nd</sup> Progress Report
- 11/25-26 Thanksgiving – No School

December 2010						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
27	28	29	30	31		

- 12/17 Minimum Day
- 12/20-1/7 Winter Break - No School

January 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/10

School Resumes

1/17  
School

Martin Luther King, Jr. Day - No

February 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

2/1-2/3

1<sup>st</sup> Semester Exams- Min. Days

2/4

End of 1<sup>st</sup> Semester- 1<sup>st</sup> Report Card

2/7

2<sup>nd</sup> Semester Starts

2/16-2/21

Map Testing-2

2/21

President's Day - No School

2/26

Open House (10am-12pm)

March 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/18

3<sup>rd</sup> Progress Report

3/19

Open House (4pm-6pm)

3/23-24

Parent Teacher Conferences

(3:00pm-5:00pm)

April 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	<del>12</del>	13	14	15	16
17	18	<del>19</del>	20	21	22	23
24	25	<del>26</del>	27	28	29	30

- 4/01 Cesar E. Chavez Holiday
- 4/18-4/22 Spring Break – No School
- 4/23 Open House (10am-12pm)
- 4/25 Teacher Professional Day-No School

May 2011						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	<del>17</del>	18	19	20	21
22	23	<del>24</del>	25	26	27	28
29	30					

- 5/6 4<sup>th</sup> Progress Report
- 5/16-5/28 STAR Testing Window
- 5/18-19 CA State Science Fair
- 5/21 Open House (4pm-6pm)
- 5/30 Memorial Day – No School

June 2011						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	<del>14</del>	15	16	17	18
19	20	<del>21</del>	22	23	24	25
26	27	<del>28</del>	29	30		

- 6/23 2<sup>nd</sup> Report Card
- 6/24 Wrap Up Meeting
- 6/28 Last Day of Instruction
- 6/29-7/2 MSE Summer Camp

## **SAMPLE BELL SCHEDULE**

<b>Time</b>	<b>Periods</b>	<b>Teachers</b>
08:00-09:45 am	Periods 1-2	Teacher A
09:45-10:01 am	Nutrition	
10:05-10:55 am	Period 3	PE
11:00-11:50 am	Period 4	COMPUTERS: 2 periods a week Teacher A, 3 periods Teacher B
11:50 am-12:31 pm	Lunch	
12:35-02:20 pm	Periods 5-6	Teacher B

# **ATTACHMENT 3.e.1**

Magnolia Science Academy

# Student/Parent Handbook

2009-2010



18238 Sherman Way, Reseda CA 91335

Phone: (818) 609-0507

Fax: (818) 609-0534

Email: [reseda@magnoliascience.org](mailto:reseda@magnoliascience.org)

[www.magnoliascience.org](http://www.magnoliascience.org)



Dear Students

Magnolia Science Academy (MSA) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents of our team.

MSA is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MSA is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MSA compiled this student-parent handbook, which addresses the schools regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook because you will use this information throughout the school year.

Sincerely,

MSA Administration



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## MISSION AND VISION STATEMENT

### ***The Mission***

*The mission of Magnolia Science Academy is to serve 6–12 grade students in California by:*

- ❖ *Preparing students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.*
- ❖ *Providing a sound educational plan with emphasis on math, science, and technology.*
- ❖ *Providing a rigorous, innovative, challenging, enhanced curriculum with a focus on preparing students to attend the universities of their choice.*

### ***The Vision***

*Inspiring students to choose career paths in science and technology*

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### **PARTNERSHIP**

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Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of Magnolia Science Academy is to create a partnership that will provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically.

Magnolia Science Academy is predicated on our understanding that the need for highly trained people in science, math, and technology is great and will become greater in the years ahead. The sociologist Francis Fukuyama once argued that our economy has shifted from an industrial base to a technology base, with the digital exchange of information being the cornerstone.

Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 800 million, more than doubling. These estimates also indicate that 85 percent of this increase will be the result of immigration from three areas of the world—Asia, Africa, and

Mexico/Latin America. There is no question that the reality of American society during the next 50 years will place significant demands on everyone to work cooperatively in a multicultural environment while maintaining the core of cultural knowledge and values that allow for the development of social capital. The curriculum at Magnolia Science Academy, therefore, is designed to provide students with a solid foundation in humanities and social science as well as science and math, for it is humanities and social science that are largely responsible for conveying core cultural knowledge and values. In addition, the curriculum is based on integration of disciplines and collaborative learning, both of which are key factors in fostering a cooperative work ethic.

Adult role models are an important part of this process, and for young people, teachers are commonly among the more important models. MSA therefore will emphasize among the teaching staff 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.



### EQUAL OPPORTUNITIES NON DISCRIMINATION STATEMENT

The District is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The District prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender (including gender identity, marital status, pregnancy, childbirth or related medical condition), ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities. Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in other District policies that are available in all schools and offices. It is the intent of the District that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. The District prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact the Educational Equity Compliance Office at (213) 241-7682.

### RIGHTS AND RESPONSIBILITIES

#### *Students' Rights and Responsibilities:*

- To remain enrolled in school unless you fail to abide by rules
- To be informed of all school rules and regulations
- To have access to your student account in Magno XP
- To have a safe and educational environment
- Attend class regularly and on time
- Obey school rules and regulations
- Respect your rights and the rights of your peers
- To be familiar with school policies, rules and regulations.
- Be prepared for class with appropriate materials and ready to work
- Respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guard, etc.)

#### *Parents' Rights and Responsibilities:*

- To be informed of the school's rules and regulations
- To be informed of all school actions related to their child
- To have access to your personal parent accounts in Magno XP
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To maintain control over their child
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference
- To be familiar with the handbook which was signed at the beginning of the school year
- To monitor your child's academic progress and behavior records on a weekly basis

#### *Teachers' Rights and Responsibilities:*

- To expect students to behave in a positive manner that will not interfere with other students learning.
- Have parental support related to academic and social progress



- Expect all students to participate and put forth effort in order to expand their education and earn a passing grade
- To be familiar with school policies, rules and regulations.
- Inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child
- To conduct a well planned and effective classroom program
- To initiate and enforce a set of classroom rules, consistent with the school’s discipline policies
- Keeping assignments, grading, and attendance current in Magno XP
- Have administrative support for discipline in and outside the classroom. Explain the Student Code of Conduct and Bullying Policy to their students.
- Enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- Function as a positive role model for their students.
- Contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

*Administrators’ Rights and Responsibilities:*

- The right to address the board on any issue
- To hold students to strict accountability for any disorderly conduct in school or around school
- To take appropriate action in dealing with students who choose not to follow the rules
- To recommend in school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

**POLICIES AND PROCEDURES**

As a student at MSA, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning. Students who choose to not follow these rules will receive disciplinary action. All

school staff, parents, and students share their responsibilities to enforce school rules for the betterment of our school.

*"All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code 48921*

**I. ACADEMIC POLICIES**

**A. GRADING SCALE**

MSA will follow the standard scale below to assign letter grades for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

- **Grading scale is based on a 4-point scale.**

<b>98-100 = A+ (4.0)</b>	<b>80 - 82 = B- (2.7)</b>
<b>93 - 97 = A (4.0)</b>	<b>75 - 79 = C+ (2.3)</b>
<b>90 - 92 = A- (3.7)</b>	<b>70 - 74 = C (2.0)</b>
<b>87 - 89 = B+ (3.3)</b>	<b>60 – 69 = D (1.0)</b>
<b>83 - 86 = B (3.0)</b>	<b>00 – 59 = F (0.0)</b>

**B. GRADE PROMOTION POLICY**

**Middle School**

- MSA Middle School grade promotion policy is based on yearly average of two semester grades.
- To earn credit, end of the year final grade for the class must be a “D”=1.00.
- In order to be promoted to the next grade level the average of first and second semester grade point for each core subject should be at least 60 (D) or the second semester point should be at least 80 (B-).
- All students must maintain a 2.0 grade point average (GPA) (including summer school/ MSA Intensive home Study Program grades if



necessary) to be promoted to the next grade level.

- Students who receive a failing grade in more than two core classes (Math, Language Arts, Science, and Social Studies) at the end of the school year will not be promoted to the next grade level.
- If a student is eligible to make up credits during the summer, the student has two options: Attend summer school at their public DISTRICT/STATE home school, or attend Intensive home Study Program (IHSP) through Magnolia Science Academy.

If a student attends summer school at their public DISTRICT/STATE home school, the grade recorded on the student transcript will be the grade they earn in the class.

If a student attends the IHSP, students will receive, MAXIMUM, a grade of "C," which will be recorded on their transcript.

### High School

- MSA believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences.
- MSA meets or exceeds the admission requirements of all four-year universities including University of California and graduation requirements of DISTRICT/STATE.
- Students will be required to pass the California High School Exit Exam (CAHSEE) in order to receive a regular MSA Diploma. Letter of completion will be given to students who do not pass the CAHSEE.
- The following is a list of credits required in order to graduate from MSA. Students must complete the requirements during grades 9-12 and have a total of 230 credits to graduate. (Credit is awarded on the basis on a student's participation, mastery of subject matter, and/or attainment of skills.)
- MSA high school grade promotion policy is based on each semester grade.
- All students must maintain a 2.0 grade point average (GPA) (including summer school/ MSA Intensive home Study Program grades if necessary) to be promoted to the next grade level.
- If a student is eligible to make up credits during the summer, the student has two options:

- Attend summer school at their public DISTRICT/STATE home school, or attend Intensive home Study Program (IHSP) through Magnolia Science Academy.
- If a student attends summer school at their public DISTRICT/STATE home school, the grade recorded on the student transcript will be the grade they earn in the class.
- If a student attends the IHSP, students will receive, MAXIMUM, a grade of "C," which will be recorded on their transcript.

Subject Area	MSA Graduation Requirements	Credits
English	Four years of approved courses	40 credits
Mathematics	Three years, including Algebra & Geometry. (Four years recommended)	30 credits
Social Science	Three years of History/Social Science, including one year of U.S. History, World History, Principles of American Democracy/Economics.	30 credits
Science	Three years with lab required, chosen from Biology, Chemistry, and Physics.	30 credits
Foreign Language	Two years in same language required. (Three years recommended)	20 credits
Visual and Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	10 credits
Physical Education	Two years	20 credits
Health/Life Skills	One year	10 credits
Applied Technology	One year (Technology Courses)	10 credits
Electives	Additional courses in Social Studies, English, Math, Science, Foreign Language, Visual & Performing Arts, and Applied Technology	30 credits
ASSESSMENTS	California High School Exit Exam (CAHSEE)	N/A



### C. HONOR – HIGH HONOR

#### MSA High Honor Roll:

Students who receive straight A's on final report cards will be awarded with High Honor Status for that semester.

#### MSA Honor Roll

Students who earn all A's and B's for the final semester grading period at MSA will be awarded Honors Status.

#### Academic/Athletic Competitions Awards:

Those students who are successful in any academic and athletic competitions:

- School wide
- Teacher & Administration Recognition
- Citywide
- Countywide
- Statewide
- National/International

will be recognized.

### D. HOMEWORK POLICY

Homework is essential to success at MSA. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, immediately contact the teacher who assigned it.

All the assignments will be posted on the MSA website. The website will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. The website is not intended to replace contacting parents for regular conferences to discuss student progress.

#### **The role of the Parent with Homework**

Parents/guardians can help by providing conditions conducive to effective home study. They can help students set up a time and a

place to work on homework and school projects. A quiet place and good lighting are probably the most important physical conditions for study. Parents keep in mind, however, that some children might not be at ease or stay focused when isolated from the rest of the family. They may be able to work best at the kitchen or dining room table. Parents need to encourage their child and monitor homework to insure he/she is understanding, completing, and turning in homework assignments and projects in a timely manner. If your child is having extreme difficulty completing homework assignments each night, please contact her/his teacher and allow your child to attend tutoring.

#### **The role of the student with Homework**

The schools can set policy. The teacher can make worthwhile and interesting assignments. The parents can provide the right conditions for home study. However, it is the student who must actually do the work. Homework is an opportunity for the student to show his/her real capabilities. It is helpful if he/she views homework as one means of furthering his/her educational growth. The student should make sure he/she understands the assignment, its purpose, when it's due, and how it needs to be done. Writing homework assignments in a notebook kept especially for that purpose eliminates the possibility of forgetting the details of the assignment.

### E. ATTENDANCE

Attendance is extremely important for student success. Our records indicate a significant positive correlation between student attendance and achievement. Members of MSA's professional staff will encourage and support student attendance. However, parents and legal guardians have primary responsibility.

Every student is required to be in school, in each class, on time, and in their seat before the bell rings. It is required by law that every parent or guardian, having control of any minor between the ages of 6 and 18, must make sure that the minor attend school. When a student turns 18 years of age and is still enrolled at MSA, although an adult, the student's parent/guardian must verify their child's absences.



Only 10 unexcused absences for the entire school year are allowed before a teacher has the right to fail the student. When a student misses 10 full days (unexcused), they will not be able to participate in any extracurricular activities.

A parent must inform the main office via phone of their child's absence the morning of the absence and/or send a note the day the student returns to school. If the student returns to school without a note and no phone call was received, he/she will be marked TRUANT. The student will have two days to bring in a note to change this to an excused absence.

### **Absences:**

MSA recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully. In the event of an excused absence, students maintain responsibility for homework, quizzes, and tests. In addition, there are consequences for unexcused absences.

#### **1. Excused absences:**

Parent or guardians must explain each absence in writing and sign it and/or call the office. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

#### **Personal illness:**

Parent or guardian must call the school each morning the student stays home due to illness. Upon returning to school if a phone call was not made, the student must bring a note from a parent or guardian to the main office. For more than three consecutive absences, the school requires a doctor's note.

#### **Illness in the Family or Death of a Relative:**

In the case of illness in the family or death of a relative, the parent or guardian should call the office to explain the situation and the estimated time of absence. Upon returning to school, the student must bring an explanatory note from the parent or guardian. It is the parent and student's responsibility to inform the teachers of the estimated time of absence.

### **Observance of Religious Holidays:**

Any student observing a religious holiday consistent with his/her creed or belief shall be excused from classes. The student must bring a note from their parent/guardian the day they return to school or we must receive a phone call from their parent/guardian on the day(s) of the absence.

### **Professional Appointments:**

We encourage parents to schedule medical, dental, legal, and other necessary appointments outside school hours whenever possible. If this is not possible, students must bring a note stating the time they are to be excused from school. In addition, parents must come to the office to pick up the student. They must sign the student out of school at that time.

### **2. Unexcused Absences:**

Students will be marked unexcused if they:

- do not bring a written note within two school days, following an absence,
- leave school without signing out at the school office,
- are absent from class without permission, including walking out of class,
- are absent from school without parental permission,
- get a pass to go to a certain place but do not report there, and/or
- are absent for reasons **not acceptable** to the administration including but not limited to:
  - On vacation or out of town
  - Traffic
  - Car trouble
  - Did not wake up on time
  - Errands
  - Miss the bus
  - Work
  - Babysitting
  - Hair appointment
  - Needed at home
  - Dropping off another siblings

### **Make up Work for Excused Absences:**

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be



completed. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

### **Make up Work for Unexcused Absences**

If a student has an unexcused absence, any or all of the following may occur:

- Students may not be permitted to make up work following an unexcused absence.
- Teachers are not obligated to allow students to make up quizzes or tests.
- Students may receive an "F" or "zero" grade for the day in each class missed.
- If a student is suspended s/he is not allowed to make up any assignments, tests or quizzes.

### **Truancy:**

MSA shall consider any student truant if he/she is inexcusably absent from his/her assigned location without the knowledge of the parent or the school.

As stated in the California Education Code Section 48260.5, truancy is against the law. The education code also requires students to attend school until 18 years of age, or the completion of high school.

- **Consequence: Minimum of one day suspension at administrations discretion**

### **Tardiness:**

At any time of the day, a student is not in his/her seat in class when the bell rings is considered tardy. S/he needs to go to the MSA Main Office immediately and get a late slip.

#### **1. Excused Tardiness:**

Students must have their parents or guardian call the office and write an explanatory note if they arrive late to the school. The student must report to the office when they arrive. If the student fails to do this, s/he will receive an unexcused tardy.

#### **2. Unexcused Tardiness:**

Tardiness to school and to class (whether the result of oversleeping, missing the bus, car problems, babysitting, athletic workouts,

socializing or lingering in the halls) is unacceptable.

If a student arrives at school late but without a note, s/he will get a "late slip" for admittance to class. The student will have two days to bring in a note to change this to an excused tardy.

Habitual tardiness (defined as three unexcused tardiness) will result in disciplinary action as follows:

- Parent Conference and contract
- Loss of Privileges
- Saturday School

### **Early Dismissal of Students from School**

- Early dismissal from school is an important issue. Because MSA is very concerned about students' safety and well being, the following precautions will be taken to ensure students' safety.
- A student may be released before the end of a school day, only upon request either in writing or face-to-face (no telephone call) of a parent or guardian or for emergency reasons.
- A student may be released only to a parent or guardian of record or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- A student may be released "on his/her own" only with verified parental permission.
- No staff member shall permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and parent or guardian.
- A student will not be released from school to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the principal.

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## **II. DISCIPLINE POLICIES**

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### **Magnolia Science Academy Student Code of Conduct**

MSA is committed to excellence in academic instruction and in joining with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MSA is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes systematic teaching of the



behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

### **Uniform and Personal Appearance**

The uniform policy at MSA helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students will be expected to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform. Please cooperate by displaying modesty and neatness in appearance, and take pride in these uniforms by keeping them neat and clean. We rely on students and parents/guardians to maintain these uniforms.

### **School Uniform**

All MSA students are required to wear the school uniform at all times including during the after school tutoring/activities.

**The following MSA uniform items must be purchased from DM Graphics:**

Polo Shirts, Woven Shirts, Quarter-Zip Sweatshirts, Crew-Neck Sweatshirts, PE Shorts, PE T-Shirts, PE Sweatpants and Jackets

Pants, Shorts, Skirts, and Skorts may be purchased from DM Graphics but can be found at any clothing store, in appropriate color and style per MSA uniform policy.

**DM Graphics Contact Information:**

7048 Sepulveda Blvd. Van Nuys  
(818) 781-1834

**PLEASE BE AWARE AND NOTE!**

If a student arrives at school out of uniform, parents will be called and the student will be kept out of class until s/he is dressed appropriately.

All class time the student misses will count as an unexcused absence.

### *Expected Student Behavior*

Students should always remember that their behavior and actions at school and at school-sponsored activities is a reflection not only of themselves, but also of Magnolia Science Academy. The following is what is expected from an MSA student.

### **Positive Consequences**

The school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship making, alternatives to aggression, etc. To inspire and encourage students to develop their potential in all of these areas, the following reinforces will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with the home
- Special activities (field trips, movie nights, picnics etc.)
- Publications
- Assemblies

### **Breakfast/Lunch Time:**

Students must:

- Proceed to the eating area as instructed by their staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten inside of the school.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that restroom use is at the discretion of the security guard/supervisor staff. One person per restroom at a time. Student must carry pass that is given to them by security guard/supervisor staff.

### **On Campus:**

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated



area after school. Phones should not be used during after school programs, such as tutoring.

- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere including the outside fenced area.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used inside the school building.
- Students are not allowed to wander the hallways.

**Assemblies:**

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all dismissal directions.
- Follow all teacher/staff directions.

**Field Trips:**

Students must:

- Be on their best behavior.
- Pay attention to the directives given by the moderator and trip leader.
- Dispose of their waste in an appropriate area.
- Follow all school rules pertaining to behavior.
- Wear MSA uniform unless authorized by administration.

**Hall Passes:**

Hallways, stairwells, and lavatories are areas used by everyone at school.

- Students must have a hall pass if they are outside of the classroom during class time.
- Hall passes are only used to go to and from the restrooms.
- Students are not allowed to visit with friends or interrupt another classroom.

- Misuse of the hall pass will result in loss of hall pass privilege.
- Only one student per hall pass.
- Hall pass must not be used to go to the main office. Student needs a referral when going to the office.

**Emergency Drills:**

Fire drills, lockdowns, and evacuation drills are conducted for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

**Classroom:**

Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

**Classroom Procedures and Consequences**

**1. In Class Warning**

A student will be notified by the teacher that a behavior is unacceptable.

**2. Student/Teacher Conference**

A teacher has found it necessary for a specific reason (disciplinary and/or academic) to conduct a conference with a given student to affect a change in behavior.

**3. Detention & Parental Notification**

A teacher has found it necessary, due to potential disciplinary action, to contact the parents of a student, and assigned detention. (Time & location determined by teacher).

**4. Parent Conference**

Parent must attend a teacher-parent-student conference

**5. Office Referral & Administrative Disciplinary Procedures**

Administration will decide the appropriate course of action

PLEASE BE AWARE AND NOTE!

There may be situations that warrant immediate parental or administrative action.



### **The Number of the Discipline Incidents Recorded On MagnoXP**

When the number of a student's discipline incidents recorded on MagnoXP reaches five (5), the MSA administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student cannot be reached, the student will be referred to the MSA Discipline Committee.

### **Special Education Students**

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

All discipline incidents will be recorded into MagnoXP.

### **Unacceptable types of behavior and consequences**

#### **Assaulting, Fighting and/or Arranging Fights**

School is not a place to arrange fights, whether those fights take place on or off school grounds. In all but the rarest of occasions in which one student simply assaults an innocent bystander, any fight and/or attempting to fight will involve disciplining all students involved.

#### **Consequences:**

1<sup>st</sup> Offense: Parents/Guardian contacted. Up to two (2) day Suspension. Possible Expulsion.

2<sup>nd</sup> Offense: Parents/Guardian contacted. Up to four (4) day Suspension. Possible Expulsion.

3<sup>rd</sup> Offense: Parents/Guardian contacted. Up to six (6) day Suspension. Possible Expulsion.

#### **Bringing / Using Electronic Devices**

Tape or CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them

for use outside of school it is at your own discretion. School assumes no responsibility.

#### **Consequences:**

1<sup>st</sup> Offense: Device is confiscated and returned to the student after school.

2<sup>nd</sup> Offense: Device is confiscated and must be retrieved by parent/guardian on the assigned day.

3<sup>rd</sup> Offense: Parents/Guardian contacted. Up to two (2) day suspension.

### **Scholastic Dishonesty**

Scholastic dishonesty includes (but is not limited) cheating on tests, plagiarism, and/or any other types of deception to get credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their class-room, and students are expected to know the standards and procedures for each of their classes. The administration has reviewed, accepted and will support individual teacher standards and procedures for cheating and plagiarism.

#### **Consequences:**

1<sup>st</sup> Offense: Parent/Guardian contacted. Up to one (1) day suspension.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to three (3) day suspension.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to five (5) day suspension and possible recommendation for expulsion.

### **Abusing and/or Misusing Computers**

In order to access school computers, students must sign the MSA computer use policy. Computer hardware and software are available for the benefit of all students. No student may purposefully tamper with either the hardware or the software. Computers are in the school for educational purposes only. Abuse and/or misuse of computers include loading private software, checking personal e-mail, or accessing inappropriate web sites or web pages.

#### **Accessing Inappropriate Websites**

#### **Consequences:**

1<sup>st</sup> Offense: Loss of privilege of using school computers for the remainder of the week.

2<sup>nd</sup> Offense: Parent/guardian contacted. Referral to Dean of Students. Possible suspension.

3<sup>rd</sup> Offense: Parent/guardian contacted. Up to three (3) day suspension.



### **Tampering with Hardware or Software Consequences:**

1<sup>st</sup> Offense: Parents/guardians contacted. The student will repair, undo, reset, and delete tampering under supervision. The student may have to pay for computer technicians to undo tampering. Up to three (3) day suspension.

2<sup>nd</sup> Offense: Parents/guardians contacted. The student will repair, undo, reset, and delete tampering under supervision. The student may have to pay for computer technicians to undo tampering. Up to five (5) day suspension.

3<sup>rd</sup> Offense: Parents/guardians contacted. The student will repair, undo, reset, and delete tampering under supervision. The student may have to pay for computer technicians to undo tampering. Up to seven (7) day suspension with recommendation for expulsion.

### **Disrupting Learning**

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, excessive talking, chewing gum, insubordination and/or selling or trading personal possessions to other students.

#### **Consequences:**

1<sup>st</sup> Offense: Parent/Guardian contacted. Detention, and/or up to one (1) day suspension.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Possible detention, and/or up to three (3) day suspension.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to five (5) day suspension, and/or expulsion.

### **Violating Uniform Policy**

Students shall come to school in uniform, conforming to specific uniform and appearance limitations described in this Handbook. Students who do not come to school in proper uniform or do not follow the uniform policy will have the following consequences:

#### **Consequences:**

1<sup>st</sup> Offense: The student will be sent to the office to fix the violation. Parent/Guardian contacted. If the violation cannot be corrected, the student's parent/guardian will be contacted to bring proper attire.

2<sup>nd</sup> Offense: As above, steps will be followed to attain proper attire. Possible one (1) day detention.

3<sup>rd</sup> Offense: As above, steps will be followed to attain proper attire. Up to one (1) day suspension.

4<sup>th</sup> Offense: As above, steps will be followed to attain proper attire. Up to three (3) day suspension.

With the 5<sup>th</sup> offense student will be referred to Discipline Committee for further consequence.

### **Using Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol**

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

#### **Consequences:**

Parent/guardian and law enforcement officials contacted. Ten (10) day suspension pending expulsion proceedings.

### **False Fire Alarms**

Issuing a false fire alarm is a violation of State Law. Any student who issues a false fire alarm and/or misuse of fire extinguishers is subject to the legal authorities. Making false 911 calls is also violation of the State Law. Any student who issues a false call is subject to prosecution by legal authorities.

#### **Consequences:**

Parent/Guardian contacted. Ten (10) day suspension. Recommended for expulsion.



Restitution for any damage(s). Possible prosecution by Legal authorities.

### Forgery of Signatures

Any attempt by a student to sign a teacher's, administrators, parent's or guardian's, and/or another student's name to any school document will be considered forgery.

#### Consequences:

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Up to three (3) day suspension. Possible Expulsion.
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to five (5) day suspension. Possible Expulsion.
- 3<sup>rd</sup> Offense: Parent/Guardian contacted. Ten (10) day suspension. Recommendation for expulsion

### Gambling

Gambling includes but is not limited to: playing cards, shooting dice, and participating in sports pools, etc. which involve the transfer of money or personal belongings or assistance from one person to another. Bringing, trading, and playing any cards such as Yu-gi-oh cards are also unacceptable.

#### Consequences:

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Possible detention and confiscation of the card(s), dice etc. with retrieval only by parents/guardians.
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to two (2) day suspension.
- 3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to four (4) day suspension. Recommendation for expulsion

### Vulgarity, Profanity and Obscenity

Any gesture or material of this nature is not permitted at school or school functions.

#### Consequences:

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Detention, possible suspension.
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to five (5) day suspension.
- 3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to seven (7) day suspension. Recommendation for expulsion.

### Bullying & Cyber Bullying

Bullying is not permitted at MSA. Each student deserves an equal opportunity to education without dealing with the negative pressures of peers. Bullying consists of any of the following: "pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or computer based." **Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization.**

#### Each MSA student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.
- Be aware of the schools policies and support systems.
- Support students who have been victims of bullying.
- Serve as a role model for other students.

#### Each MSA parent agrees to:

- Keep themselves and their children informed of the school's policies.
- Work in partnership with the school to promote positive interactions with others.
- Discuss the importance of friendship and teamwork with their children.

#### Consequences:

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Detention, possible suspension
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to three (3) day suspension.
- 3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to five (5) day suspension. Possible expulsion.

### Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.

Harassment can be verbal, physical and visual  
(Education Code 212.5)



### **Verbal Harassment**

Verbal conduct such as the use of suggestive, derogatory, or vulgar comments. Sexual innuendos, slurs, making unwanted sexual advances, invitations, or comments. Spreading rumors about or rating others as to their sexual activity or performance verbally or computer based.

### **Physical Harassment**

Unwanted physical touching, pinching, contact, and deliberate impeding, kissing, hugging, assault, or any intimidating interference with normal work.

### **Visual Harassment**

Displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring.

Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

#### **Consequences:**

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Up to two (2) day suspension.
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to four (4) day suspension.
- 3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to six (6) day suspension. Possible expulsion. Possible prosecution.

### **Behaving Disrespectfully towards Teachers or Staff**

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.

#### **Consequences:**

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Detention, up to three (3) day suspension.
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to five (5) day suspension.
- 3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to seven (7) day suspension. Possible expulsion.

### **Student Hazing**

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm.

Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

#### **Consequences:**

Parent/Guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

### **Smoking or Use of Other Tobacco Products**

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if they suspect the presence of such items.

#### **Consequences:**

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Up to three (3) day suspension.
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to five (5) day suspension.
- 3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to seven (7) day suspension. Possible expulsion

### **Stealing and/or Vandalizing Private Property & Graffiti**

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Please Note: The school will file a police report in cases of theft or vandalism. Both offenses carry heavy legal penalties.

### **No Permanent markers are allowed at school.**

#### **Consequences:**

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Administrative discretion. Restitution if required. Up to three (3) day suspension.
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Administrative discretion. Up to five (5) day suspension. Restitution if required. Police report filed when needed.



3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to seven (7) day suspension. Restitution if required. Police report filed. Possible expulsion.

### **Displaying Threatening Behavior**

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats ("hard" stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

#### **Consequences:**

1<sup>st</sup> Offense: Parent/Guardian contacted. Detention, up to two (2) day suspension.  
2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to three (3) day suspension recommended.  
3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to seven (7) day suspension. Possible expulsion.

### **Bringing Weapon in School**

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

#### **Consequences:**

Parent/Guardian and law enforcement officials contacted. Ten (10) day suspension with a recommendation for expulsion. Possible prosecution.

### **Possession or Use of Fireworks**

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

#### **Consequences:**

1<sup>st</sup> Offense: Parent/Guardian contacted. Detention, up to one (1) day suspension.  
2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to five (5) day suspension. Possible expulsion.  
3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to seven (7) day suspension. Possible expulsion.

### **Gang and Secret Society Symbols**

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.

#### **Consequences:**

1<sup>st</sup> Offense: Parent/Guardian contacted. Up to two (2) day suspension.  
2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to four (4) day suspension. Possible expulsion.  
3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to seven (7) day suspension. Possible expulsion.

### **Arson**

Intentionally starting any fire or combustion on school property.

#### **Consequences:**

1<sup>st</sup> Offense: Parent/Guardian and law enforcement officials contacted. Possible suspension and/or expulsion.

### **Public Display of Affection**

Inappropriate behaviors of affection, which are not for public places such as cuddling, kissing, physical contact, etc.

#### **Consequences:**

1<sup>st</sup> Offense: Parent/Guardian contacted. Conference with student.  
2<sup>nd</sup> Offense: Parent/Guardian contacted. Detention. Up to two (2) day suspension. Possible expulsion.  
3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to four (4) day suspension. Possible expulsion.

### **Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:**

Provoking/Intimidating Behavior Encouraging or Urging Other Students, Instigating will not be tolerated at MSA Campus.



**Consequences:**

- 1<sup>st</sup> Offense: Parent/Guardian contacted. Conference with student.
- 2<sup>nd</sup> Offense: Parent/Guardian contacted. Detention. Up to two (2) day suspension. Possible expulsion.
- 3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to four (4) day suspension. Possible expulsion

**Other Student Guidelines**

Violation of any school rule or regulation. (Subject to the approval of the administrators, teachers may establish rules of conduct within their own classroom as they deem appropriate, so long as those rules and regulations do not conflict with state and federal law and applicable MSA policy. Such rules shall be distributed in writing to students at the beginning of each school year and whenever they are modified during a school year.)

**Consequences:**

Administrative discretion and Discipline committee.

**DUE PROCESS**

All students at MSA are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the Unacceptable Student Behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution.

All students at MSA have the right to feel that they are physically, emotionally, and intellectually safe. Therefore, if at any time a student feels they are the subject of harassment, hazing, threats, or other intimidating behavior, they should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports of this nature will be kept completely confidential.

Similarly, if a student is concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, that student should immediately speak to an administrator about the problem. The situation

will be investigated as soon as possible. All reports of this nature will be kept completely confidential.

**Detentions**

Detention will be held on assigned day either during the lunch period or after school for 45 minutes. Students will have at least one (1) day's notice that they must serve a detention in order to make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted for this request.

**Suspension**

Notice of Suspension and the reasons for the suspension will be given to the student and the parent in writing by the principal. If a student is suspended, s/he will not have any opportunity to make up work that s/he misses during the suspension. If a student receives 2 suspensions; third disciplinary action that requires another suspension will automatically result in expulsion process.

Students and parent/guardian may appeal a suspension within one (1) school day of the suspension. This appeal will be made to the Principal and heard by a discipline committee. The student may not attend classes until the appeal is heard, but they will be able to turn in work for the classes they miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final.

**Expulsion**

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the principal.

Students and parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Principal and heard by MSA Board of Directors. The student may not attend classes until the appeal is heard, but they will be able to turn in work for the classes they miss while waiting for the appeal and receive credit for that work. All discipline committee hearings on expulsions will be held within four (4) school days of the appeal being made. The decision of this discipline committee is final.



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**III. GENERAL POLICIES**

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**A. SCHOOL ACTIVITIES**

MSA will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

All extracurricular activities are privilege, not a right for students. Therefore MSA administration reserves the right to refuse anybody to attend these activities based on academic and behavioral concerns.

**Field Trips**

Field Trips offer exciting ways to learn. MSA students will have the opportunity to go on field trips at various times throughout the school year. MSA plans many field trips, weekend getaways, summer camp, and our infamous Europe Trip during spring break.

For all field trips, students will be expected to follow these rules:

- Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission.
- Students must wear school uniforms unless otherwise specified.
- Students must abide by the MSA code of student conduct while on the field trip.

**After School Activities**

MSA offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking parts in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. (Please ask MSA after school programs at Main Office for more information.)Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MSA code of student conduct while participating in the activity.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that looks interesting.

**MSA is not responsible for students not participating in after school activities. Those students must leave the campus within ten minutes of school dismissal time.**

**Students who are registered for after school activities must leave the campus within ten minutes of after school dismissal time**

**Academic Tutoring Program**

- Tutoring will be available as part of the MSA after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT prep. All students are welcome to join.

**B. ILLNESS, INJURY, AND MEDICATION POLICIES**

MSA does not have a nurse on staff. The secretary in the main office can assist students with basic first aid treatment; however he/she is not a registered nurse. Students sent to the office, or visiting the office claiming to be ill, will be quickly evaluated by the Secretary. If a student needs treatment beyond basic first aid a Parent/Guardian will be contacted to pick them up.



### **Illness or Injury during the school day**

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence from class that is not first cleared through the office will be considered unexcused.

### **Illness at Home**

If a student is not physically well prior to the beginning of the school day, the administrators should be informed and the student must be kept at home.

### **Medications**

- All medications must be in the original container.
- The container must be clearly marked with the student's first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office.
- All medications are to be delivered to the Main Office and be picked up at the end of the day. The school is not liable for any medication not picked up after school.
- Children with chronic conditions may be exempted from this rule only after conference between the parents/guardians and the principal.

### **Contagious Diseases**

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

### **C. PARENTAL INVOLVEMENT AND SUPPORT**

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

### **Parents/Guardians are asked to:**

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MSA student hand book and explain it as necessary.

### **D. PARENT/TEACHER COMMUNICATION**

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call their extension before school or after school. You can also contact teachers via email.
- Please do not attempt to have an impromptu conference with a teacher on campus, appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

### **E. CONTACTING YOUR CHILD DURING SCHOOL HOURS**

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency.



Students will not be disrupted during school hours for non emergency reasons. In case of an emergency, the message will be given to the student by office personnel. Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

- Parents/Guardians are not allowed to visit their child during school hours. In case of an emergency, the parent must go to the main office and leave the message for their child. The office personnel will deliver the message as soon as possible.

#### **F. VISITORS**

All visitors are welcome to MSA for educational reasons. All visitors including parents and guardians must report to the main office when they arrive, sign in and obtain a visitor's pass if they are to go to any part of the building. To prevent interruption to the instructional program, we request that all items brought to the schools are left in the office labeled with the name of the teacher and student. Student visitors are NOT permitted, at any time, on campus. Visitors must make prior arrangements with administration and must be approved to visit MSA at any time.

#### **G. MAGNO XP SYSTEM**

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/ upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

**All discipline entries will remain on MagnoXP for the entire academic school year.**

**Students with numerous entries will lose privileges at administrations discretion.**

#### **H. PHONE USE**

In case of emergency, students may go to the office with a hall pass from a teacher.

Please note: The office phone is for emergency calls only. Cell phones must be turned off on the school premises at all times except for before/after school hours in the parking lot. Students violating this rule will have their cell phone confiscated.

#### **I. NEWSLETTER**

- All communications regarding school activities from faculty to parents/guardians and students will be sent home periodically
- Newsletter is posted on the lobby bulletin board.

Copies of the newsletter are available at the school office.

#### **J. INTERNET USE:**

- Access is a PRIVILEGE, not a right
- Internet access is given to users who agree to act in a considerate and responsible manner
- School personnel may access Internet user's files

User's may not:

- Use another person's username and/or password or transmit home addresses and/or phone numbers.
- Use the network for commercial, political and/or personal non academic uses.
- Access the system to encourage the use of drugs, alcohol, or tobacco.
- Access material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment of others based on their race, national origin, gender, sexual orientation, age, disability, religion, or political beliefs.
- Use the Internet in any unethical or illegal manner
- Use personal e-mail accounts and any instant messaging programs
- Use proxy websites to access blocked websites by MSA administration
- Violate any copyright laws
- Use non educational games
- Damage the computer, computer systems, or computer networks
- Trespass in another's folders, work, or files.
- Change the computer settings



Violation of the above rules may result in loss of Internet access for the entire school year as well as other disciplinary actions. If the user is not sure how to do something on the computer, ASK a teacher or the system administrator. Failure to comply with computer rules will result in a lowered grade and other disciplinary consequences.

#### **K. ELECTRONIC DEVICES**

MSA policy regarding possession of cellular phones, any personal electronic devices, iPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings- in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.
- All confiscated devices will be returned to a parent/guardian accompanied by the students at assigned time.

#### **L. LOST AND FOUND**

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the main office. Items not picked up will be donated monthly.

#### **M. PE LOCKERS**

- Lockers are available for physical education class, during that period only.
- Lockers are not assigned to students.
- The lockers are school property; anything placed in them or brought to campus is

subject to inspection whenever deemed necessary by administration.

- Students are responsible for all items in their locker.
- Students are allowed to bring a lock for their gym lockers and use it for the period; locks must be removed daily.

MSA does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.

#### **N. TEXTBOOKS**

Textbooks and work books are issued at teacher's discretion. Each student will have a home set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and work books. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school. Lost or damaged books must be paid for at the school office prior to the last day of school.

In classes, teachers will assign a textbook to each student for use only in the classroom. This textbook will be kept in the classroom at all times. Students will be required to report immediately any damages to the textbooks to their classroom teachers. Otherwise they will be held responsible for the damage.

#### **O. MEAL PROGRAM**

- Students must submit the MSA meal program application before the first day of school.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.
- An outstanding balance of \$5.00 or more will not allow students to eat. Students are responsible for making sure their account does not have an outstanding balance.

#### **P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES**

- Parents may contribute to supply ten dollars (\$10) to cover the cost of a survival kit to be kept at school and used in case of emergency.



- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MSA
- If the local public schools announce that the students will be dismissed, MSA will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MSA has to account for all students. MSA cannot be searching for a “lost” child who was, in fact, already picked up.
- MSA Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

#### **Q. STUDENT TRANSFER**

- Any student transferring out of Magnolia Science Academy must complete the “Student Transfer Form” which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian’s responsibility to complete the form. The school is not responsible for having it completed.
- It is the student’s parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent’s responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents are responsible to refund for damages on the textbooks.

#### **R. DRESS CODE**

MSA has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the classroom if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MSA uniform. We rely on your understanding and your

parents’ and/or guardians’ support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MSA requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

#### **Free Dress & Theme Dress Days Code**

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Consequence for violation of this policy will be loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be form fitting, revealing, or transparent.
- The school’s dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however printing must be suitable for school, no inappropriate image(s) or language may be displayed.
- Mini-skirts and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Pants have to be appropriately sized and not have holes.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted.
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.



**Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt at the last page.**

- Follow rules and regulations of the school, classroom, and school functions.
- Make a sincere effort to do their best work.
- Cooperate with teachers, administrators, other school employees, and other students.
- Be courteous to others at all times.
- Respect all individual and cultural differences.
- Dress appropriately as stated in the "Student Dress Code."
- Take pride in their school and community.

- *Each individual MSA campuses may include amendments into this handbook addressing local issues.*
- *Any changes or additions to this handbook will be given to the students and parents in writing.*



**MSA STUDENT UNIFORM POLICY**

	GIRLS	BOYS	ADDITIONAL
<b>BOTTOM</b>	Skirt, pants, shorts, capris or skorts are acceptable. Cargo pants will NOT be allowed	Pants or shorts are acceptable. Cargo pants and slacks will NOT be allowed.	<p><b>Pants/Skirts/Skorts/Shorts:</b></p> <ul style="list-style-type: none"> <li>• May not be baggy or tight fitting such as “skinny pants.” May not be rolled at waist. Waist size must be same as student’s waist size. Top of garment must be at or above hip bone.</li> <li>• Skorts/Shorts may not extend beyond the middle of the kneecap and may not be shortened by alteration.</li> <li>• Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.</li> <li>• The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.</li> <li>• Socks may not be worn over pants.</li> <li>• Rubber bands are not allowed on the bottom of pants or ankles.</li> </ul>
	<p><b>Shorts, pants, skirts and skorts must be either khaki color or navy blue.</b></p> <p><b>Belts (required for all variations of dress uniform):</b></p> <ul style="list-style-type: none"> <li>• Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).</li> <li>• The buckle may only have one catch (see picture).</li> <li>• Belt must be of correct waist size, so that there is minimal excess length (less than five inches).</li> <li>• Any excess length of belt must be tucked through a belt loop and may not hang down</li> </ul>		
<b>TOP</b>	<p>White, gray or navy blue polo shirts with short or long sleeves or sweatshirts or jackets (School logo affixed on the upper left chest)</p> <p>Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.</p>		<p><b>Undergarments:</b></p> <ul style="list-style-type: none"> <li>• Should not be noticeable through or outside of clothing, tops and bottoms.</li> </ul> <p><b>Uniform:</b></p> <ul style="list-style-type: none"> <li>• Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times inside the building. These shirts may not fit tightly or be baggy.</li> <li>• Undershirts must be short-sleeved if worn.</li> <li>• The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.</li> <li>• Under shirt may not hang out of sleeves</li> </ul>
<b>FOOTWEAR</b>	<ul style="list-style-type: none"> <li>• All black or all brown shoes. (Shoes must be closed toe).</li> <li>• Shoes must be of the style “business casual”.</li> <li>• The only acceptable “athletic” shoes for the dress code must be completely black or brown.</li> <li>• Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white.</li> </ul>		
	No sandals, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.	No sandals, clogs, mules, slippers, flip flops or shoes with wheels.	
<b>PE UNIFORM</b>	<p>TOP: MSA white T-shirts of size appropriate to student. MSA sweatpants and MSA sweatshirts may also be worn during PE.</p>		<p><b>Shoes</b></p> <ul style="list-style-type: none"> <li>• Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention.</li> </ul>
	<p>BOTTOM: Properly fitting MSA Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.</p>		



	<p>FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. Soles must be non-marking. PE shoes may be the same black athletic shoes discussed in the dress uniform section.</p>	<p><b>Jewelry and accessories/Cosmetics</b></p> <ul style="list-style-type: none"> <li>• Should be modest, appropriate for school, and not attract undue attention.</li> <li>• Necklaces: Only two, in total, permitted. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. <b>Must be tucked in collar of shirt.</b></li> <li>• No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.</li> <li>• Facial, tongue, and body piercing are not allowed.</li> <li>• Bracelets: Must be tasteful and not attract undue attention</li> <li>• Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.</li> <li>• Cosmetics must be appropriate for school and not attract undue attention.             <ul style="list-style-type: none"> <li>• No brightly colored or glitter eye shadow, or blush.</li> <li>• Mascara and eyeliner should be minimal.</li> <li>• Lipstick should be a natural color.</li> <li>• Earrings must be studs or one (1) inch hoops and worn on earlobe. For males, only one per earlobe and it must be a stud.</li> </ul> </li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>OUTERWEAR</b></p>	<p>Hats, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed.</p> <p><b>For colder weather:</b></p> <ul style="list-style-type: none"> <li>• MSA Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.</li> <li>• Students are allowed to wear other sweatshirts, jackets, and sweaters that are not from MSA outside in the fenced area only.</li> <li>• Students will not be allowed to wear them in the building. They must be put away and not be seen inside the building.</li> <li>• Only MSA sweatshirts and jackets are allowed to be put around the waist if the weather changes to warm.</li> </ul>	<p><b>Hair</b></p> <ul style="list-style-type: none"> <li>• Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.</li> <li>• Colors such as red, blue, purple, green, white, etc. are not permitted.</li> <li>• Hair must be neat, clean, and well kept.</li> <li>• If the hair obstructs the student’s sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student’s sight.</li> <li>• Excessive “gel” of any kind is not acceptable, and should not be visible.</li> <li>• Hair may be “spiked” with gel or any similar-acting substance but must be no longer than 1 inch.</li> <li>• Combs may not be left in hair.</li> <li>• No dreadlocks.</li> <li>• No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.</li> <li>• No Mohawks or Fohawks</li> <li>• For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.</li> </ul>



MAGNOLIA SCIENCE ACADEMY  
Receipt of and Agreement to the MSA Handbook

I acknowledge, with my signature below, the receipt of the MSA handbook and agree to abide by the honor code, policies, and procedures in the MSA handbook.

Date: .../.../....

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<b>Student's Full Name</b>	<b>Signature</b>	<b>Date of Birth</b>
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<b>Parent/Guardian Full Name</b>	<b>Signature</b>
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# **ATTACHMENT 3.e.2**

## SAFETY PLAN

### Statement of Purpose

Magnolia Science Elementary mission is to provide all students with the opportunity to engage in an enriched educational experience. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

- I. Staffing
- II. General Policies and Procedures for Handling Safety and Specific Emergency Situations
- III. Drugs, Alcohol and Tobacco
- IV. Child Abuse Reporting
- V. Campus "Coming and Going"
- VI. Harassment Policy-Appendix A

VII. Disciplinary, Suspension & Expulsion Policy-Appendix B

VIII. Incident Report-Appendix C

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

**I. Staffing**

**A. Employee Preparedness**

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

1. Review of this Plan and any other emergency policies and procedures;
2. Review of an employee's role during an emergency;
3. Knowledge of how to conduct and evaluate required drills;
4. Familiarity with the layout of buildings, grounds and all emergency procedures;
5. Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
6. Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

**B. Employee Skills**

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or

experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

1. Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
2. Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
3. Update the contents of classroom emergency kit and keep it in a safe, accessible location;
4. Participate fully in fire, earthquake and evacuation drills;
5. Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

1. Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
2. Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
3. Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
4. Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
5. Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
6. Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
7. Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;

8. Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
9. Maintain a list of emergency phone numbers in a readily accessible location.

### **C. Employee/Student Special Needs**

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency.

Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

### **D. Emergency On-Site Personnel**

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

### **E. Notification List**

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

### **Personnel Emergency Telephone Number List**

Ext. #   Home #   Mobile #

School Principal

Dir. of Building & Grounds

Emergency or Safety Designee :

Teachers with CPR or First Aid (list by name):

**Outside Emergency Telephone Number List**

	<u>Ext. #</u>	<u>Telephone #</u>
Police Dept.	911	
Ambulance	911	
Sheriff's Dept.	911	
Fire Dept.	911	
Hazardous Materials	911	
Others:		

**II. General Policies and Procedures for Handling Safety and Specific Emergency**

**Situations:**

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

#### **A. Emergencies**

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the School Principal, or his/her designee.

- **Fire:**

In the case of a school fire, the following procedures should be implemented:

1. Sound building fire alarm.
2. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
  - School name and phone number.

- Building address, including nearest cross street(s).
  - Exact location of the fire within the building.
3. Have students and staff evacuate the building in accordance with established procedures.
  4. Evacuate to outdoor assembly area.
  5. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
  6. Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
  7. Render first aid as necessary.
  8. Check attendance. Remain with students.
- **Medical Emergency:**

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.

Provide the following information:

- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.

2. Notify the school office that an individual has been injured and an ambulance has been called.
  3. Ask someone to dispatch a first aid/CPR trained employee to the victim.
  4. Stay calm. Keep victim warm with a coat or blanket.
  5. Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
  6. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.
- **Earthquakes:**

Earthquakes strike without warning and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
2. After shaking stops, check for injuries, and render first aid.
3. If ordered by School Principal, or his/her designee, evacuate.
4. Do not return to building.
5. Do not light any fires.
6. Keep a safe distance from any downed power lines.
7. Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
8. Stay alert for aftershocks.
9. Beware that shaking may activate fire alarm or sprinkler systems.
10. Elevators and stairways will need to be inspected for damage before they can be used.

11. School principal, or his/her designee, will issue further instructions.

- **Assaults:**

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the School Principal, or his/her designee.
7. School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

1. If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
2. If a more serious spill occurs inside or outside:
  - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
  - Provide the following:
    - School name.

- Building address, including nearest cross street(s).
  - Your name and phone number.
  - Location of the spill and/or materials released.
  - Characteristics of spill (colors, smells, visible gases).
  - Name of substance, if known.
  - Injuries, if any.
3. Notify buildings and grounds personnel.
  4. Close all windows and doors if the spill is outside.
  5. Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
  6. Remain inside building unless ordered to evacuate by the Fire Department.
  7. Fire Department will advise of further actions to be taken.
  8. Do not eat or drink anything or apply cosmetics.
  9. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
  10. The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

- **Civil Disturbance:**

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

1. Notify local law enforcement authorities-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.

6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

- **Vandalism:**

The following procedures should be used in the case of school vandalism:

1. Notify school principal, or his/her designee.
2. Notify building and ground maintenance personnel.
3. The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
4. If possible, identify the parties involved.
5. Interview witnesses and obtain written statements.
6. Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
7. Notify parents or legal guardian.
  
8. Determine what disciplinary measures are appropriate (in-house or police involvement).
9. Determine any monetary restitution issues and amounts.

- **Utility or Power Failure:**

The following procedures should be used in case of utility or power failure:

1. Staff and students should remain in classroom until further instruction.
2. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
3. Staff and students outside of a classroom at the time of the incident should report to main office.

4. Building and grounds personnel report to utility company if necessary.
5. If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
6. Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

- **Bomb Threat:**

Person receiving call:

1. Listen - Do not interrupt caller.
2. If possible, alert other staff by a pre-arranged signal while the caller is on the line.
3. In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
4. Attempt to ask questions and elicit the information required to determine the severity of the threat.
5. Notify School Principal, or his/her designee, immediately.

The School Principal, or his/her designee will:

1. Notify Police Department – Dial 911.
2. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
  - Classrooms and work areas.
  - Public areas - foyers, office bathrooms and stairwells.
  - Lockers and unlocked closets.
  - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
  - Power sources -- electric panels, telephone panels, computer rooms, etc.

3. With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
5. An incident report should be drafted before the end of the workweek.

- **Explosion:**

If an explosion occurs at the school, the following procedures should be used:

1. Give DROP AND COVER command.
2. Sound building fire alarm. This will automatically implement action to leave the building.
3. Notify Fire Department – Dial 911.
4. Provide the following information:
  - School name.
  - Building address, including nearest cross street(s).
  - Exact location within the building.
  - Your name and phone number.
5. Evacuate to outdoor assembly area.
6. Check attendance. Remain with students.
7. Render first aid as necessary.
8. Notify grounds and building personnel.
9. Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
10. Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
11. Draft incident report by the end of the week.

- **Fighting or Riot:**

School staff should follow these guidelines when a fight occurs:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. Obtain help from other teachers if at all possible.
4. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
5. Call out the names of the involved students (if known) and let them know they have been identified.
6. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
7. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
8. Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.

2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:
  - a. Instructing office staff to handle communications and initiate lockdown orders.
  - b. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
  - c. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
  - d. Direct a teacher or designee to initiate lockdown and immobilize the campus.
  - e. Brief a representative to meet the media.
  - f. Assign staff to a pre-designated medical treatment/triage facility.

- **Hostage Situation:**

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

1. Stay calm.
2. Don't be a hero.
3. Follow instructions of captor.

4. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captors of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard.
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

The School Principal, or his/her designee, should be responsible for the following:

1. Immediately notify law enforcement.
2. Move other students and teachers completely away from those who are in the hostage situation.
3. Keep everyone as calm as possible.
4. Be prepared to answer questions from media or family.

- **Death of a Student:**

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological

needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.

2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

- **Intruder or Individual with Deadly Weapon:**

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the School Principal, or his/her designee, or school office immediately.

3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

#### **B. Evacuation**

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The Principal or his /her designee should:

1. Notify the school district office, county official or designee.
2. Notify local law enforcement authorities.
3. Notify school transportation support.
4. Note the special needs of students or staff.
5. Direct clerical staff to take schools master enrollment list.
6. Direct school nurse or designee to prepare emergency medications to be transported.
7. Direct all personnel to leave the building and secure the building.

8. Notify students' parents or legal guardians as situation permits.

School staff should:

1. Plan to evacuate his/her class and ride the bus or walk as situation dictates.
2. Take a copy of class enrollment list.
3. Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
4. Notify Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

1. Notify school nurse or local medical personnel of any medical emergencies.
2. Consider how students will be fed and restroom needs met.
3. Activate crisis intervention team to deal with any emotional trauma.
4. Provide area and materials for parents who may arrive to pick up students.
5. Provide an area for non-school community evacuees.

### **C. Floor Plan**

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (Appendix C)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

### **D. Fire Drills**

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of fire drills.

Fire drills will be conducted on a monthly basis. Earthquake "drop and cover" drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

#### **E. Annual Inspections**

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

1. Classroom
2. Corridors
3. Laboratory/Shop
4. Cafeteria/Auditorium (use for all assembly areas)
5. Kitchen
6. Office (also used for conference rooms)
7. Teacher's Workroom and Employee Lounge
8. Toilet
9. Custodial
10. Boiler Room
11. Storage Room (also use for File Rooms)
12. Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Classroom 14, Room 7; third floor women's

restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

#### **F. Parental Notification**

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

#### **G. Classroom Safety Kits**

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- ✓ Blankets
- ✓ Matches
- ✓ Pillows
- ✓ Bottled Water
- ✓ Flashlights

- ✓ Paper Towels
- ✓ Batteries
- ✓ Wet Ones
- ✓ Radio (battery operated)
- ✓ Sheets
- ✓ Candles

**Suggested first aid items:**

- ✓ Hydrogen Peroxide
- ✓ Iodine
- ✓ Alcohol
- ✓ Assorted Band Aids
- ✓ Gauze
- ✓ Sterile Water (for burns)
- ✓ Tape
- ✓ Scissors
- ✓ Tweezers
- ✓ Bandages
- ✓ Instant Ice Packs
- ✓ Ace Bandages

- ✓ Package of Sewing Needles
- ✓ Slings
- ✓ Anti-bacterial salve
- ✓ Steri-strips or butterfly stitches
- ✓ Disposable gloves
- ✓ Face masks
- ✓ CPR (disposable mouthpieces)
- ✓ Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

#### **H. School Safety Management Team**

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

#### **I. Guidelines for Handling the Media**

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- ✓ Develop a written statement for dissemination.
- ✓ Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- ✓ Appoint a spokesperson (usually the principal).
- ✓ Keep the staff informed through one person.
- ✓ Be proactive with the media.
- ✓ Contact the media before they contact the school.
- ✓ Set geographic and time limits.
- ✓ Explain restrictions.
- ✓ Hold the press accountable.
- ✓ Create positive relations with the media before an emergency crisis occurs.
- ✓ Stress positive actions taken by the school.
- ✓ Announce new changes made after the incident has passed.

### **III. Drugs, Alcohol and Tobacco**

The use or possession of drugs, alcohol or tobacco are strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

1. Identify the parties involved.
2. Notify the School Principal or his/her designee immediately.
3. Follow-up with a written incident report, including any witness statements.

The School Principal, or his/her designee, should do the following:

1. Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
2. Isolate the parties involved for interview/investigation.
3. Notify parent or legal guardian.
4. Obtain witness statements and document in a written incident report.
5. Determine disciplinary consequences. See *School Disciplinary, Suspension & Expulsion Policy-Appendix B*.
6. Determine what intervention or follow-up procedures are necessary including counseling.

#### **IV. Child Abuse Reporting**

Child abuse shall be reported in compliance with the procedures set forth in the school's Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection.

Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

#### **V. Campus "Coming and Going"**

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office.  
Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")
2. If this fails:
  - Notify the office of the situation.
  - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
  - PA announcement using pre-determined code phrase.
  - Classroom doors should be closed.
  - Students should remain in current areas.

## **VI. Notifying Teachers of Dangerous Pupils**

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## **VII. Harassment and Discrimination**

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the *Harassment and Discrimination Policy-Appendix A*.

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where a threat of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See *Harassment and Discrimination Policy-Appendix A*; and *Disciplinary, Suspension & Expulsion Policy-Appendix B*.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardian and appropriate school personnel of incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

### **VIII. School Discipline**

Discipline will be handled as set forth in the *Disciplinary, Suspension & Expulsion*

# **ATTACHMENT 4.a**

# Magnolia Science Elementary School

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<p><b>Increase the number of schools that meet or exceed their API targets</b></p> <p><u>2010-11</u> 1</p>	<p>To Exceed the demographically similar LAUSD elementary school's mean API by 5 points</p>			<ul style="list-style-type: none"> <li>• Startup Grant</li> <li>• Walton Family grant</li> <li>• General block grant</li> <li>• Categorical block grant</li> </ul>		<p>Principal Dean of Academics, and/or Department Chairs</p>	<p><i>During 2010-2011 school year</i></p>																				
<p><b>Increase percentage of students in grades 2-5 scoring proficient or advanced on the CST in ELA and Math</b></p> <p><b>% Proficient/Advanced CST ELA by grade:</b></p> <table border="1" data-bbox="94 792 443 914"> <thead> <tr> <th></th> <th><u>2011</u></th> <th><u>2012</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>Grade 2 –</td> <td>51%</td> <td>58%</td> <td>+7%</td> </tr> <tr> <td>Grade 3 –</td> <td>47%</td> <td>54%</td> <td>+7%</td> </tr> <tr> <td>Grade 4 –</td> <td>45%</td> <td>52%</td> <td>+7%</td> </tr> <tr> <td>Grade 5 –</td> <td>42%</td> <td>49%</td> <td>+7%</td> </tr> </tbody> </table>		<u>2011</u>	<u>2012</u>	<u>Change</u>	Grade 2 –	51%	58%	+7%	Grade 3 –	47%	54%	+7%	Grade 4 –	45%	52%	+7%	Grade 5 –	42%	49%	+7%	<p>7%</p>		<p><b>Reading:</b> The communities will be divided into: K-1; 2-3; 4-5. Multi-grade groupings will allow students two years to develop required skills without stigma or loss of self-esteem. Within each group, activities and exercises will provide; remediation, grade and age appropriate-level, and individual advancement assignments. Each unit requires the same literature selection, but activities vary, depending on the individual abilities of the student. Upper-grade level peer tutoring, university Education majors and pre-service teachers will assist in individualized and small group instruction.</p> <p><b>Reading Activities will incorporate:</b></p> <ul style="list-style-type: none"> <li>• Reading and evaluation of biographies important local figures, national and international scientists and inventors</li> <li>• Creation of Lab Journals</li> <li>• Personal Journaling</li> <li>• Writing using investigation and research skills</li> <li>• Research using the Internet and print resources</li> <li>• Reading non-fiction works on topical issues</li> <li>• Reading current events: online, magazine and print newspapers</li> <li>• Reading the school newspaper</li> <li>• Reading poetry, folk tales and legends</li> <li>• Reading first person narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks aligned to California standards</li> <li>• Lending library</li> <li>• Classroom set of age-appropriate dictionaries and classroom set of thesaurus.</li> <li>• Reference and core supplemental literature materials.</li> <li>• Computer lab.</li> <li>• Technology resources: Digital media, projector, Smart board, etc.</li> </ul>	<p>MSE will use the assessment tools listed below in order to support students on achieving the academic standards and increase the # of students that are proficient on CST English Language Art Test.</p> <ul style="list-style-type: none"> <li>• Weekly Working Portfolios that include daily activities and lesson assignments.</li> <li>• Rubrics for Specific Skills based on the CA State Framework for Language Arts (See Sample Assessment Rubrics)</li> <li>• Informal Assessment Rubrics</li> <li>• State Mandated Texts</li> <li>• Semester Portfolio Submission (Three point assessment scale)</li> <li>• Informal Assessment Rubrics based on the State Framework for English and Language Arts.</li> <li>• Formal and Informal Assessment Rubrics based on the CA State Framework for Language Arts.</li> <li>• Final Year Portfolio Submission (Three point assessment scale)</li> </ul>	<p>Principal Dean of Academics, and/or Department Chairs, ELD Coordinator</p>	<p>2010-2011 &amp; 2011-2012</p>
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			<ul style="list-style-type: none"> <li>• Understanding various genres of literature</li> <li>• School Book Club and monthly reading contests</li> </ul> <p><b>Writing:</b> Students will practice various forms of writing, including personal narrative, exposition, letters, newspaper reporting, plays, poetry, short stories, biographies, directions, format scientific reporting, scientific observation, realistic and fantasy stories. The principles and applications of correct grammar will be incorporated into writing exercises. Age and unit appropriate materials will be incorporated from the Council of Teachers of English, National Writing Project, and the National and California Writing Project.</p> <p><b>Writing Activities will include:</b></p> <ul style="list-style-type: none"> <li>• Journaling: Personal and Lab</li> <li>• School Newspaper</li> <li>• Guest Speakers: Careers and Occupations</li> <li>• Technology: Word Processing Programs</li> <li>• Letter Writing: Pen Pal Programs and Assignment</li> <li>• Portfolio Creation: Activities and Lesson</li> <li>• Written Reflection on Labs, Projects and Research</li> <li>• Research Reports</li> <li>• Note taking and Recording</li> <li>• Project and Research Formatting</li> <li>• Grammar and Conventions</li> <li>• Sentence Construction</li> <li>• Vocabulary Building (Science, Math, L/A, S/S, the Arts)</li> </ul>				

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			<ul style="list-style-type: none"> <li>• Informal Writing: Notes and Memos (4-5)</li> <li>• Basic Business Writing (Grades 4-5)</li> <li>• Basic Technical Writing (Guest speaker, Grade 5)</li> <li>• Creative Writing: Storytelling, Myths and Legends</li> <li>• Poetry (Corridos, Decimas, Haiku, etc.)</li> <li>• Math Problem Journals</li> </ul> <p><b>Meet an Expert Intervention:</b> This intervention is a small group activity. Professional individuals will be recruited to assist students in one-half hour sessions in areas that require student improvement. Experts in writing will include: local newspaper writers, college students majoring in English or Communication, technical writers, etc.</p> <p><b>Speaking and Listening:</b> The MSE will require students to participate in the following activities to develop speaking and listening skills:</p> <ul style="list-style-type: none"> <li>• Question and answer (Investigative Interviews)</li> <li>• Science Fair presentations</li> <li>• LEGO Competitions</li> <li>• Portfolio creation</li> <li>• Timeline creation</li> <li>• Local history interviews</li> <li>• Lab presentations</li> <li>• Lab explorations</li> <li>• Field Trips (School will encourage participation)</li> </ul> <p><b>Classic Literature:</b> Each grade level will have a classroom library of reference materials and core</p>				

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			<p>supplemental literature. These materials will be used in lessons and activities and will be made available to students in extracurricular and intervention activities. The school will also build a lending library that will include texts and books from the California English Framework approved literature list for grades K-5. Emphasis will focus on the school themes of invention, natural and physical sciences, biography (women and minorities will be featured), multicultural literature and local history.</p> <p>The school will use materials to develop decoding and comprehension skills that will develop a basis for advanced literary study. Literature will address themes of exploration, experimentation, imagination, character, virtue, and citizenship.</p>																								
<p><b>Increase percentage of students in grades 2-5 scoring proficient or advanced on the CST in ELA and Math (continued)</b></p> <p><b>% Proficient/Advanced CST Math by grade:</b></p> <table border="1" data-bbox="94 1120 441 1242"> <thead> <tr> <th></th> <th><u>2011</u></th> <th><u>2012</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>Grade 2</td> <td>63%</td> <td>70%</td> <td>+7%</td> </tr> <tr> <td>Grade 3</td> <td>61%</td> <td>68%</td> <td>+7%</td> </tr> <tr> <td>Grade 4</td> <td>60%</td> <td>67%</td> <td>+7%</td> </tr> <tr> <td>Grade 5</td> <td>55%</td> <td>62%</td> <td>+7%</td> </tr> </tbody> </table>		<u>2011</u>	<u>2012</u>	<u>Change</u>	Grade 2	63%	70%	+7%	Grade 3	61%	68%	+7%	Grade 4	60%	67%	+7%	Grade 5	55%	62%	+7%	7%		<ul style="list-style-type: none"> <li>MSE School will participate in the Eisenhower Network in both the Clearing House and National Network of Eisenhower Regional Consortia programs in order to improve students' reflective thinking skills and connect their practical experience to research.</li> <li>Math manipulatives will be used in the classroom in order to meet the CA State Framework standards in Measurement and Reasoning for each grade level. In addition, students will benefit from these manipulatives for problem solving, and real-life estimation situations.</li> <li>MSE teachers will also use AIMS (Activities Integrating Mathematics and Science) program to engage students in math and science activities. AIMS is a nationally-acclaimed program designed to enrich the education of students in kindergarten through grade nine using a hands-on</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks aligned to California standards</li> <li>Computer lab. Technology resources: Digital media, projector, Smart board, etc.</li> <li>The Eisenhower Network series material</li> <li>Young Mathematicians at Work material</li> <li>Classroom set of math manipulatives</li> <li>AIMS (Activities Integrating Mathematics and Science)</li> </ul>	<p>MSE will use the assessment tools listed below in order to support students on achieving the academic standards and increase the # of students that are proficient on CST Math Test.</p> <ul style="list-style-type: none"> <li>Weekly Working Portfolios that include daily activities and lesson assignments.</li> <li>Lab Journals and Lab Reports</li> <li>Rubrics for Specific Skills based on the CA State Framework for Math (See Sample Assessment Rubrics)</li> <li>Informal Assessment Rubrics</li> <li>State Mandated Texts</li> <li>Semester Portfolio Submission (Three Point Assessment)</li> <li>Informal Assessment Rubrics based on the State Framework for Technology and Math Skills.</li> <li>Formal and Informal Assessment Rubrics based on the State Framework for Mathematics.</li> </ul>	Principal Dean of Academics, and/or Department Chairs.	2010-2011 & 2011-2012
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			<p>approach integrating mathematics and science. All AIMS activities are designed around a Model of Learning that includes hands-on activities relating to the real world, recording and working with data, representing data in graph or pictorial form, and engaging in higher - order processes to make meaning of the activity.</p> <p><b>Lessons and Activities:</b></p> <ul style="list-style-type: none"> <li>• Graphing Lab Experiments (3-5)</li> <li>• Budgeting Student Store (4-5)</li> <li>• Junior Achievement Program (Everyday/Business Math) (K-5)</li> <li>• Planning a Garden (Area and Perimeter) (2-5)</li> <li>• Puppet and Costume Design (Area and Measurement) (K-5)</li> <li>• Geometry (General and Space Geometry) (3-5)</li> <li>• Algebra (Problem-Solving) (4-5)</li> <li>• Model Construction (K-5)</li> <li>• Architecture and Design (2-5)</li> <li>• Guest Speakers (Engineers and Mathematicians) (K-5)</li> <li>• Mural Creation (3-5, Art and Math)</li> <li>• Aeronautical Design (3-5)</li> <li>• Circuitry Design (2-5)</li> <li>• The Economics of Recycling (5)</li> <li>• The Economics of School Lunch (5)</li> <li>• The Agriculture Industry in CA (4-5)</li> <li>• Small Farming and Measurement (4-5)</li> <li>• Theater, Set and Costume Design Using Math Skills (1-5)</li> <li>• Puppet Creation and Math (K-3)</li> </ul> <p><b>Meet an Expert Intervention:</b> This intervention is a small group activity. Professional individuals will be recruited to</p>				

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			<p>assist students in one-half hour sessions in areas that require student improvement. Experts in Math will include: scientists and engineers, bankers or accountants, and others specifically trained in Math and Science fields.</p> <p><b>After School and Saturday Programs:</b> When school officials or teachers identify an area of need that involves a number of students, special, topical after school and Saturday programs will be designed to introduce or review those areas.</p>												
<p><b>% Proficient/Advanced CST Science:</b></p> <table border="1" data-bbox="94 868 441 917"> <tr> <td></td> <td><u>2011</u></td> <td><u>2012</u></td> <td><u>Change</u></td> </tr> <tr> <td>Grade 5</td> <td>45%</td> <td>52%</td> <td>7%</td> </tr> </table>		<u>2011</u>	<u>2012</u>	<u>Change</u>	Grade 5	45%	52%	7%	<p>%7</p>		<ul style="list-style-type: none"> <li>The MSE will integrate science into the lessons and activities from grades K-5. Science will be integrated with the best-practices of the award-winning programs of the following: NASA Science (Mars, Saturn and Moon Projects), Project WET and WILD, American Red Cross Masters of Disaster Program, Smokey Bear Fire Program, Sparky the Fire Dog, National Wildlife Foundation, Sierra Club, Southern California Edison Energy Education and the FEMA Fire Program. Each of these programs meets the California standards and utilizes standards-based instructional materials.</li> <li>The K-5 program will integrate waste management, energy and water conservation, pollution prevention, management of air resources, integrated pest management, and exploration of creation and management of toxic materials, as well as wildlife conservation and forestry.</li> <li>The Constructivist "Hands-on, Minds-on" approach to Science and Math will be</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks aligned to California standards</li> <li>Computer lab.</li> <li>Technology resources: Digital media, projector, Smart board, etc.</li> <li>Lab-Equipment/material for experimental science</li> </ul>	<p>MSE will use the assessment tools listed below in order to support students on achieving the academic standards and increase the # of students that are proficient on CST Grade-5 Science Test.</p> <ul style="list-style-type: none"> <li>Weekly Working Portfolios that include daily activities and lesson assignments.</li> <li>Lab Journals and Lab Reports</li> <li>Rubrics for Specific Skills based on the CA State Framework for Science (See Sample Assessment Rubrics)</li> <li>Informal Assessment Rubrics</li> <li>State Mandated Texts</li> <li>Semester Portfolio Submission(Three point assessment scale)</li> <li>Informal Assessment Rubrics based on the State Framework for Technology and Science.</li> <li>Formal and Informal Assessment Rubrics based on the State Framework for Health.</li> <li>Final Year Portfolio Submission (Three point assessment scale)</li> </ul>	<p>Principal Dean of Academics, and/or Department Chairs.</p>	<p>2010-2011 &amp; 2011-2012</p>
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			<p>developed in the long-range plans for the Magnolia Science that include a small planetarium and an interior aquarium.</p> <ul style="list-style-type: none"> <li>The elementary science curriculum will expose students to all areas of Physical, Life, and Earth Sciences. Students will explore topics of Astronomy, Geology, Meteorology, Biology, Physics, and Chemistry in the cross-curricular units.</li> </ul> <p><b><i>Invention Timeline:</i></b></p> <p>All grades will add to the invention timeline throughout the school year. The research for this timeline will be completed in classes as part of an integrated unit in Social Sciences and Language Arts. This timeline will be displayed in a common area and it will also be available for "gallery walk" activities and class assignments.</p> <p>Inventors will include: well known, women, inventors from all cultural groups and inventors of popular school-age devices that are directly applicable to the Science and Math units (slinky, skateboard, etc.). Emphasis will be on local and California inventors and "kid" inventors as outlined in Brainstorm! : The Stories of Twenty American Kid Inventors.</p> <p><b><i>Guest Speaker Program:</i></b></p> <p>Weekly guest speakers will present age-appropriate, themed chats with students through the year. Special guest demonstrations and classroom interviews will be integrated into every unit. Efforts will be made to recruit guest speakers from the Pasadena Jet Propulsion Laboratory and nearby commercial companies working in</p>				

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			<p>NASA projects.</p> <p><b>School Junior Inventor and Science Fair Program:</b> Each year students will present projects created in classes in a school-wide, grade-level appropriate presentations. Inventors and Science Project presenters will be interviewed, rather than judged, about their inventions and projects. The focus of the fair will be inquiry, rather than assessment.</p> <p><b>School Garden:</b> The school garden will be shared by all grade levels. All students will be able to enjoy the garden environment, but planting and cultivation will be based on grade-level curriculum units. These units and classes include:</p> <ul style="list-style-type: none"> <li>• Discussion of native California trees and plants with sample plantings. These plantings will be integrated into Social Science and Language Arts Units. They will also be used a component of the Botany and Arboretum Guest Speaker Program.</li> <li>• Season appropriate vegetable plantings will be integrated with Social Science and Language Arts Units. The guest speakers will use the garden in discussion of weather, water resources and climate.</li> <li>• Garbage composting of food/lunch leftovers and grass clippings will be done each day in grades K-5 (weather permitting). The composting activity will be integrated into the Professional Landscaping and Landscape Architect Guest Speaker Programs. Upper grades will use the compost material for laboratory exploration.</li> <li>• Nutrition and Health lessons will compare today's diet with past historical periods,</li> </ul>				

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Accountabilities	MSE Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<p>emphasizing healthy diets.</p> <p><b>Labs and Experimentation</b> Inquiry and exploration will be the basis of each curriculum unit. Key questions will be given to students with the weekly Working Portfolio rubric for all grade levels. Emphasis will be on the process and the questions to be asked, rather than focusing on a finite answer or "drill and kill" activities. Computers and technology will form the core of the laboratory experience and weekly experimentation in "Serious Fun" classes.</p> <p><b>Lego Olympics</b> Students at MSES will be active participants in national LEGO building contests. Preparation will include LEGO curriculum from the National Science Foundation. Activities and instruction, both in the classroom and during "Serious Fun" classes, will encourage students to explore and experiment in a relaxed atmosphere with familiar LEGO toys.</p> <p><b>Meet an Expert Intervention:</b> This intervention is a small group activity. Professional individuals will be recruited to assist students in one-half hour sessions in areas that require student improvement. Experts in Science will include: scientists and engineers, bankers or accountants, and others specifically trained in Math and Science fields.</p> <p><b>After School and Saturday Programs:</b> When school officials or teachers identify an area of need that involves a number of students, special, topical after school will be designed to introduce or review those areas.</p> <ul style="list-style-type: none"> <li>Concerning Social Science MSA will focus</li> </ul>				

# Magnolia Science Elementary School

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<p><b>% Proficient/Advanced CST History/Social Science</b></p> <p><b>NA for Elementary School Setting</b></p>			<p>on inquiry-based questions to explore topics using research and critical thinking skills.</p> <ul style="list-style-type: none"> <li>Each classroom will have a small reference library that will include: The Chicago Review Press' Kid's Guide Series for American and World History and New York Public Library Amazing... Series.</li> <li>The age and unit appropriate lesson plans and activities will be integrated from the Junior Achievement Program, Constitutional Rights Foundation, Library of Congress/American Memory Collection, Ben's Guide to the US Government (US Printing Office), PBS Liberty's Kids, National Council for the Social Studies, and the American Historical Association. Each of these programs meets the California standards in the subject areas for History, Geography and Social Studies.</li> </ul> <p><b>Democratic Voting Model and Use of the Vote:</b> MSES will use materials from PBS's Democracy Project to encourage students in use of the initiative and referendum process. The curriculum requires students to make nominations for various units and school activities, such as naming the school newspaper, and follow democratic principles in making school and class-wide decisions.</p> <p><b>School Court and the Use of the Court:</b> The Magnolia Science Elementary School Court will work as a branch of the school administration to handle student social and discipline issues. Upper grade levels will use a mock court for staff-selected infractions. The students will be active participants in developing the court structure and process.</p>	<ul style="list-style-type: none"> <li>Textbooks aligned to California standards</li> <li>Computer lab.</li> <li>Technology resources: Digital media, projector, Smart board, etc.</li> </ul>	<p>MSE will use the assessment tools listed below in order to support students on achieving the academic standards</p> <ul style="list-style-type: none"> <li>Weekly Working Portfolios that include daily activities and lesson assignments.</li> <li>Lab Journals and Lab Reports</li> <li>Rubrics for Specific Skills based on the CA State Framework for Geography and Social Sciences (See Sample Assessment Rubrics)</li> <li>Informal Assessment Rubrics</li> <li>State Mandated Texts</li> <li>Semester Portfolio Submission (Three point assessment scale)</li> <li>Informal Assessment Rubrics based on the State Framework for History and Social Sciences.</li> <li>Formal and Informal Assessment Rubrics based on the State Framework for History and Social Sciences.</li> <li>Final Year Portfolio Submission (Three point assessment scale)</li> </ul>	<p>Principal Dean of Academics, After School Site Coordinator and/or Department Chairs</p>	<p>2010-2011 &amp; 2011-2012</p>

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			<p><b>Economics and Money Management/Junior Achievement:</b> A limited supply of basic school equipment (pencils and paper) will be sold from an upper-level class store. Classes will organize sales each Monday of the week. Students will use basic bookkeeping methods to record inventory and sales.</p>				
<p><b>Reduce the percentage of students in grades 2-5 scoring Far Below Basic and Below Basic on the CST in ELA and Math</b></p> <p>The number of Far Below Basic and Below Basic students will be reduced by 10% on the CST in ELA and 7% in Math every year.</p>	<p>-10% -7%</p>		<ul style="list-style-type: none"> <li>• Use Placement tests</li> <li>• Manage grade level meetings actively.</li> <li>• Implement After School small group tutoring classes.</li> <li>• Implement After School Homework Club.</li> <li>• Saturday school catch up groups to close achievement gaps.</li> <li>• Team teaching &amp; Mentoring</li> <li>• Early intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Text Books Aligned to California Standards</li> <li>• Computer Lab</li> <li>• Smart Board</li> <li>• Digital Media</li> </ul>	<ul style="list-style-type: none"> <li>• See monitoring indicators for CST on page 34</li> </ul>	<p>Principal Dean of Academics, After School Site Coordinator and/or Department Chairs.</p>	<p>2010-2011 &amp; 2011-2012</p>
<p><b>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</b> Attract over performing Students to increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <p><b>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</b></p>	<p>varies by school</p> <p>varies by school</p>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• Implement After School Programs</li> <li>• -Social &amp; Fun Clubs</li> <li>• -Sports Clubs</li> <li>• -Academic Clubs (Math Counts, First Lego Robotics league, Future City Club, Invention Club, Design Club etc.) to provide challenging environment for over performing students.</li> <li>•</li> <li>• TIE Classes</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Number of state identified Gifted students</li> </ul>	<p>Principal Dean of Academics, After School Site Coordinator and/or Department Chairs.</p>	<p>2010-2011 &amp; 2011-2012</p>

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Attract over performing Students to increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.			<ul style="list-style-type: none"> <li>• 5 periods of computer classes</li> <li>• Math Matters Math Competition for 4th &amp; 5th Graders.</li> <li>• Allocate funds to purchase student planners and to provide teacher training stipends</li> <li>• Allocate funds for teacher stipends to better coordinate Benchmark assessments</li> <li>• Allocate funds for substitute teachers to allow time for observation, collaborative planning, academic conferences, peer coaching</li> <li>• Allocate funds for stipends to develop intra/inter-mural sports and club programs; increase resources and materials for Physical Education program</li> <li>• Allocate funds to purchase incentives and hold monthly assemblies to promote positive school participation</li> <li>• Allocate funds to provide parent education on school policies and standards, parent newsletters, principal/parent meetings</li> <li>• Allocate funds for duplication, translation, mailing of school materials</li> <li>• Allocate funds for parent-participation incentive: child-care, transportation, food, and other services</li> <li>• Allocate funds for community outreach and participation in multicultural activities</li> <li>• Allocate funds to provide WEB program and facilitators</li> <li>• Allocate funds for community outreach and participation in multicultural activities</li> <li>• Allocate funds to train and hire student mentors</li> <li>• Allocate funds for field trips and special events</li> </ul>				
Accelerate the performance for all			•		• See monitoring indicators for CST on		

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<p><b>African-American, Hispanic, Standard English Learners, and Students with Disabilities</b></p> <p>The number of proficient and advanced CST ELA subgroups (African-American, Hispanic, Standard English Learners, and Students with Disabilities) will be increased by 3% every year.</p>	3%		<ul style="list-style-type: none"> <li>• Implement Differentiated learning</li> <li>• Implement Modified Consent Decree(MCD) requirements</li> <li>• Allocate funds to train and hire Science, Math based mentors.</li> <li>• Fund and provide staff development and materials (assistive devices) to ensure all special education students access to core grade level curriculum; provide embedded intervention support</li> </ul>		page 34		
<p><b>Accelerate the performance of Standard English Learners (SEL)</b></p>	10%		<ul style="list-style-type: none"> <li>• 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</li> <li>• Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English</li> <li>• Collaborative learning experiences through club projects</li> <li>• Use Silent Sustained Reading (SSR) Classes effectively.</li> <li>• Allocate funding Scholastic, Inc.'s Read 180 program</li> </ul>		<ul style="list-style-type: none"> <li>• See monitoring indicators for on page 34</li> </ul>		
<p><b>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</b></p> <p>The 3% of English Learners will make annual progress in learning English by meeting or exceeding in CELDT.</p>	3%		<ul style="list-style-type: none"> <li>• Allocate funds to train and hire mentors</li> <li>• Fund and implement diagnostic testing at beginning of school year</li> <li>• Allocate funds for teacher stipends to better coordinate Benchmark assessments.</li> <li>• Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs</li> <li>•</li> <li>• Fund and provide staff development focusing on data-analysis, higher order</li> </ul>		<ul style="list-style-type: none"> <li>• CELDT</li> </ul>		

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			<p>thinking skills, deconstruction of standards, direct instruction, use of technology, and working effectively with students below grade level</p>				
<p><b>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</b></p> <p>The 5% of English Learners will make annual progress in learning English by scoring early advanced or advanced in CELDT.</p>	5%		<ul style="list-style-type: none"> <li>• Allocate funds to train and hire student mentors</li> <li>• Fund and implement diagnostic testing at beginning of school year</li> <li>• Allocate funds for teacher stipends to better coordinate Benchmark assessments.</li> <li>• Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs</li> <li>•</li> <li>• Fund and provide staff development focusing on data-analysis, higher order thinking skills, deconstruction of standards, direct instruction, use of technology, and working effectively with students below grade level 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</li> <li>• Allocate funding for Bilingual aides and tutors</li> <li>• Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English</li> <li>• Collaborative learning experiences through club projects</li> <li>• Use Silent Sustained Reading (SSR) Classes effectively.</li> </ul>		<ul style="list-style-type: none"> <li>• See monitoring indicators for AMAO 1</li> </ul>		
<p><b>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or</b></p>			<ul style="list-style-type: none"> <li>• Allocate funds to train and hire mentors</li> </ul>				

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<p><b>advanced on the CST</b> The 3% of English Learners will make annual progress in learning English by scoring proficient or advanced in CST.</p>			<ul style="list-style-type: none"> <li>• Fund and implement diagnostic testing at beginning of school year</li> <li>• Allocate funds for teacher stipends to better coordinate Benchmark assessments.</li> <li>•</li> <li>• Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs</li> <li>•</li> <li>• Fund and provide staff development focusing on data-analysis, higher order thinking skills, deconstruction of standards, direct instruction, use of technology, and working effectively with students below grade level 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</li> <li>• Allocate funding for Bilingual aides and tutors</li> <li>• Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English</li> <li>• Collaborative learning experiences through club projects</li> <li>• Use Silent Sustained Reading (SSR) Classes effectively.</li> <li>• Implement After School small group tutoring classes.</li> <li>•</li> <li>• Implement After School Homework Club.</li> <li>•</li> <li>• Saturday school catch up groups to close achievement gaps.</li> <li>• Allocate funds for Team teaching &amp; Mentoring</li> </ul>				

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<p><b>Increase EL reclassification rates at the elementary, middle, and high school levels</b></p> <p>Increase EL reclassification rates at the, middle school level will be 9%.</p>	5%		<ul style="list-style-type: none"> <li>• Allocate funds to train and hire student mentors</li> <li>• Fund and implement diagnostic testing at beginning of school year</li> <li>• Allocate funds for teacher stipends to better coordinate Benchmark assessments.</li> <li>• Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs</li> <li>•</li> <li>• Fund and provide staff development focusing on data-analysis, higher order thinking skills, deconstruction of standards, direct instruction, use of technology, and working effectively with students below grade level 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</li> <li>• Allocate funding for Bilingual aides and tutors</li> <li>• Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English</li> <li>• Collaborative learning experiences through club projects</li> <li>• Use Silent Sustained Reading (SSR) Classes effectively</li> </ul>		<ul style="list-style-type: none"> <li>• EL monitoring rosters, and where possible EL students not moving or reclassifying</li> <li>• RFEP Monitoring Rosters</li> </ul>		
<p><b>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs</b></p> <p>Increase in the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs will be 45%.</p>			<ul style="list-style-type: none"> <li>• Manage grade level meetings actively.</li> <li>•</li> <li>•</li> <li>• Implement After School small group tutoring classes.</li> <li>•</li> <li>• Implement After School Homework Club.</li> </ul>		<ul style="list-style-type: none"> <li>• See monitoring indicators for CST on page 34</li> </ul>		

**Magnolia Science Elementary School**

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			<ul style="list-style-type: none"> <li>• Saturday school catch up groups to close achievement gaps.</li> </ul>				

(Name) School

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Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Graduation rate will increase					•		
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt					•		
Dropout rate will decrease.							

(Name) School

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Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.					•		
Increase the enrollment in Advanced Placement course  Increase pass rates on AP tests					•		
Increase students preparedness for College Career Readiness					•		

(Name) School

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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</p> <ul style="list-style-type: none"> <li>• there are opportunities for parent involvement</li> <li>• they feel welcome at this school</li> <li>• there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).</li> </ul>	<p>At least 90% of parents respond “Strongly agree” or “agree”</p>		<ul style="list-style-type: none"> <li>• Allocate funds to improve internal and external groups.</li> <li>• Allocate funds to Increase counselor, nurse, librarian, support staff personnel</li> <li>• Allocate funds to provide effective wrap-around services and student-family support services directly on site.</li> <li>• Allocate funds to provide increased contact with community-based services who provide resources for poverty-stricken students and their families.</li> <li>• Allocate funds to Increase academic grade reporting academic conferencing</li> <li>• Allocate funds to Increase communication with parents through various communication modes and to improve all aspects of parent engagement</li> <li>• Develop and implement Parent Club/School Site Committee</li> <li>• Implement home visits</li> <li>• Organize parent orientation days and back to school nights</li> </ul> <p>Implement teacher-parent conference days</p>	<ul style="list-style-type: none"> <li>• <b>Will increase response rates</b> – MSA should be at a rate of 60% of selected parents returning surveys .</li> <li>• <b>Welcoming environment and opportunities to participating rate</b> should be at 80% .</li> <li>• <b>Parent home involvement</b> should be at 90% for 80% .</li> <li>• <b>School involvement</b> should be at 60%.</li> </ul> <p><b>Communication</b> – Communication should be at 90% .</p>	<ul style="list-style-type: none"> <li>• <b>Increased response rates</b> – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.</li> <li>• <b>Welcoming environment and opportunities to participate</b> – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.</li> <li>• <b>Parent home involvement</b> should be at 90% for elementary schools and 80% for secondary schools in 2009-10. <b>School involvement</b> should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.</li> <li>• <b>Parent centers</b> – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.</li> <li>• <b>Communication</b> – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.</li> </ul>		

(Name) School

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Single Plan for Student Achievement Accountability Matrix

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>The majority of students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)</p>	<p>At least 90% of students respond “strongly agree” or agree</p>		<ul style="list-style-type: none"> <li>● Implement home visits</li> <li>● Organize student orientation days, back to school nights, sleepovers</li> <li>● Implement student government body</li> <li>● Implement teacher-student conference days</li> <li>● Implement peer and group dynamics positively</li> <li>● Allocate funds for incentives and recognitions.</li> <li>● Organize assemblies and gatherings</li> <li>● Organize fieldtrips and picnic activities</li> </ul>		<ul style="list-style-type: none"> <li>● Will increase and improve parent partnerships and welcoming environments</li> <li>● Will Increase external partnerships to support instructional incentives and parent participation support</li> <li>● Will Increase clear and accurate, updated communication regarding school policy and procedures, between school and home</li> </ul>		
<p>Decrease the number of suspensions</p> <p><u>10-11</u>    <u>11-12</u> TBD        TBD</p>	<p>30%</p>				<ul style="list-style-type: none"> <li>● Increase the number of preventive school-wide discipline plans that are effectively implemented</li> <li>● Team Implementation Checklist</li> <li>● Increase use of Discipline Policy Rubric of Implementation by Support Staff for the school</li> <li>● Collaborate with parents closely in order to receive their support</li> </ul>		
<p>Increase attendance of staff and students</p> <p>Students: <u>10-11</u>    <u>11-12</u>                   TBD        TBD Staff:        TBD        TBD</p>	<p>96% 96%</p>				<ul style="list-style-type: none"> <li>● Increase attendance incentives/rewards systems</li> <li>● School-wide recognition</li> <li>● Increase attendance incentives/rewards systems</li> <li>● School-wide recognition</li> </ul>		

**(Name) School**

**Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix**

**Safe Schools**

(Name) School

Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					•		
Decrease in the number of Title 1 Schools In PI status					•		
Increase in the number of QEIA schools meeting annual targets					•		

# **ATTACHMENT 7.a**

## **SPED Assurances**

### **1. Most Appropriate and Least Restrictive Programs**

MSE 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.

### **2. 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 a “child find” process. MSA 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 and the parent/guardian. MSA 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.

### **3. Procedural Safeguards**

MSA shall ensure that parents receive procedural safeguards as required by law to ensure parents are informed of their rights under state and federal law.

### **4. Confidentiality**

MSA shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.

### **5. Personnel Standards**

MSA 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.

### **6. Participation in Assessments**

MSA shall assure that students with disabilities are included in general State-wide assessment programs with appropriate accommodations, when required by applicable law.

# **ATTACHMENT 7.b**

## **MODIFIED CONSENT DECREE (MCD)**

The Modified Consent Decree represents the commitment of the Board of Education of the Los Angeles Unified School District that the District's special education program will be in compliance with all applicable federal laws.

### **Outcome 1 Participation in Statewide Assessment Program**

75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

### **Outcome 2 Performance in the Statewide Assessment Program**

The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

### **Outcome 3 Graduation Rate**

The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities.

### **Outcome 4 Completion Rate**

The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

### **Outcome 5 Reduction of Suspensions**

The District will reduce the overall number of suspensions of students with disabilities to a rate lower than 8.6%.

### **Outcome 6 Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)**

The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.

**Outcome 7A Placement of Students with Disabilities (Ages 6-18) with All Other Disabilities (Excludes Specific Learning Disabilities (SLD), Speech/Language Impaired (SLI), Other Health Impairment (OHI)).**

The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology.

**Outcome 7B Placement of Students with Multiple Disabilities Orthopedic (MDO) (Ages 6-18)**

The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 61-100% category utilizing instructional minutes as the methodology.

**Outcome 8a Home School Placement / Least Restrictive Environment**

The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9%.

**Outcome 8b Home School Placement / Least Restrictive Environment**

The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities with all other eligibilities in ninth grade in their home school to 60%.

**Outcome 8c Home School Placement / Least Restrictive Environment**

The District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%.

**Outcome 9 Individual Transition Plan**

98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.

**Outcome 10 Timely Completion of Evaluations**

a. 90% of all initial evaluations shall be completed within 60 days.

- b. 95% of all initial evaluations shall be completed within 75 days.
- c. 98% of all initial evaluations shall be completed within 90 days.

#### **Outcome 11 Complaint Response Time**

The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:

- a. 25% will be responded to within 5 working days.
- b. 50% will be responded to within 10 working days.
- c. 75% will be responded to within 20 working days.
- d. 90% will be responded to within 30 working days.

#### **Outcome 12 Informal Dispute Resolution**

The District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.

#### **Outcome 13 Delivery of Services**

93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.

#### **Outcome 14 Increased Parent Participation**

The District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.

#### **Outcome 15 Timely Completion of Future Translations**

The District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days, 95% within 45 days, 98% within 60 days

#### **Outcome 16 Increase in Qualified Providers**

The District shall increase the percentage of credentialed special education teachers to 88%.

**Outcome 17 IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports**

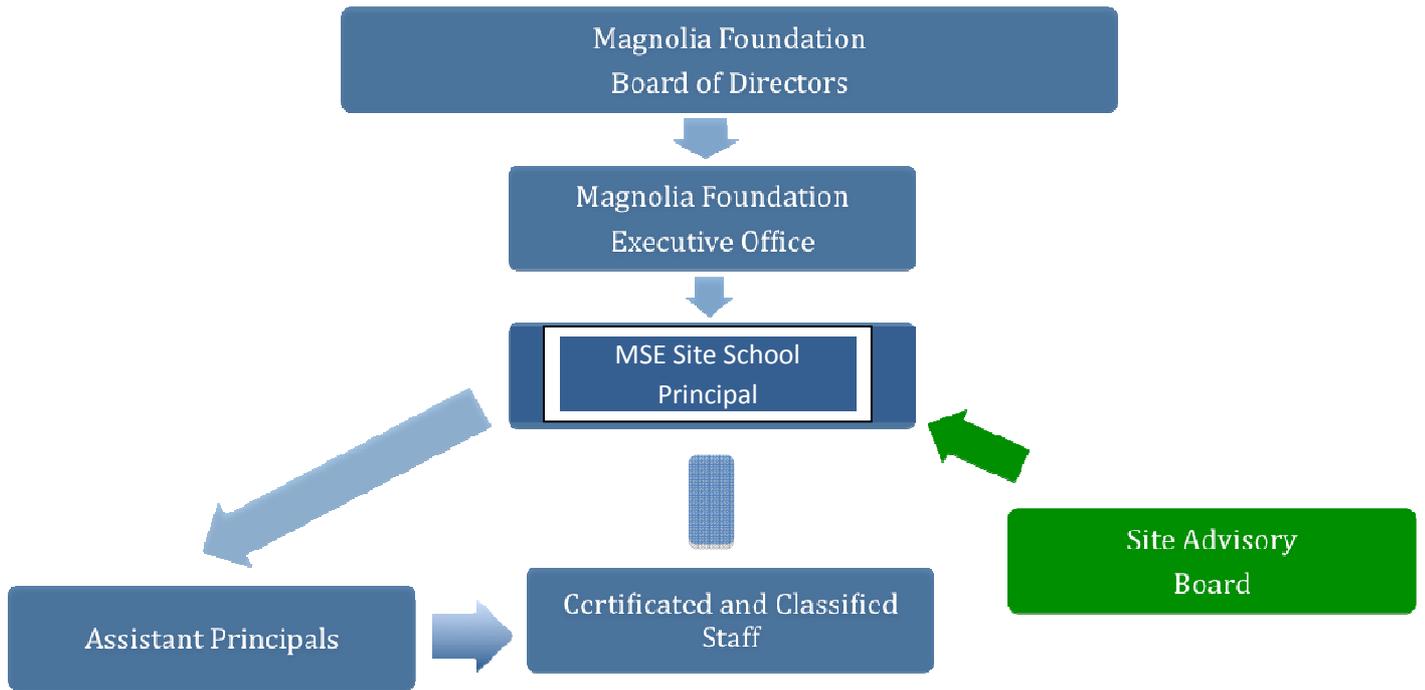
The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

**Outcome 18 Disproportionality**

90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.

# **ATTACHMENT 8.a**

# Organization Chart



# **ATTACHMENT 8.c.1**

## Individual Attention

- \* Small class size (25)
- \* Home visits by teachers
- \* Computer adaptive tests:
  - 2 times a year
  - Results in 24 hours
  - Immediate intervention
- \* Free after-school & Saturday tutoring

## Free College Prep & AP Classes

- \* AP Classes in most subjects
- \* College and Career counseling
- \* SAT/ACT prep classes & tutoring



## After School Activities

- \* Academic Clubs: Robotics Club, SimCity Club, Science Fair Club, First Lego League Club, Invention Club, Aero Club, Advanced Math and Science Program (AMSP)©
- \* Social Clubs: Student Government, Drama Club, Deck of Cards, Movie Club, Video & Board Games Club, Girls Club, Dance Club, Art & Craft Club, Earth Friends Club
- \* Sports Clubs: SRLA, Football Club, Soccer Club, Fitness Club

## Extracurricular Activities

- \* Sleep Overs
- \* Field Trips
- \* Summer & Winter Camps
- \* International Trips



California Department of  
**EDUCATION**

The schools operated by the Magnolia Foundation meet the intent of California's charter school law. They increase pupil learning and learning opportunities, use innovative teaching methods, create professional opportunities for teachers, provide families with expanded choice, and demonstrate a proven track record of accountability as demonstrated by the high academic performance of their students.

Carol Barkley, Director  
Charter Schools Division

# Accepting Applications for 6th and 7th Grades Now!

for more information

[www.magnoliascience.org](http://www.magnoliascience.org)  
[palms@magnoliascience.org](mailto:palms@magnoliascience.org)

3754 Dunn Dr. Los Angeles, CA 90034  
Phone: (310) 842-8555 Fax: (310) 842-8558



## Magnolia Science Academy 6 Palms

Inspiring students to choose career  
path in science and technology.



Tuition-free Public Charter School  
Now Enrolling Grades 6 and 7



Magnolia Science Academy is a 6-12 grade, tuition free, public charter school providing an innovative, high-quality, and standards-based curriculum with an emphasis on math, science and technology. Magnolia Science Academy implements a unique educational program to inspire every student enrolled in the school to feel the joy of learning, and reach their full potential abilities intellectually, socially, emotionally, and physically.

### School of Firsts

First in Los Angeles: 16 projects in the 55th Los Angeles County Science Fair in 2005, more than 10% of the total projects (142) from the LAUSD. 2 gold medals, 1 silver medal and 3 honorable mentions.

First in California: MSA participated in the American Computer Science League (the only computer programming contest for middle schoolers in the US) in 2004 and became the region winner (TX, NM, AZ, CA).

First in Charter School History: Zarathustra Brady a student of MSA grade was one of only six students on the US National Team to represent the United States at the 2006 International Mathematical Olympiad (IMO).



US NEWS releases America's Best High Schools according to their academic success every year. MSA got bronze level in the nation based on Advanced Placement (AP) Test results of graduates in 2008.



Our student Zarathustra Brady, gold medal winner at the 2006 International Mathematical Olympiad (IMO), the most prestigious and the hardest competition for high school students.

### A Track Record and Best Practices

- \* Similar Schools rankings: 10 out of 10
- \* More than 60 awards at nationwide competitions in 6 years
- \* 2004 Selected as a case study for the LAUSD study of charter school innovative and promising practices
- \* 2005 Selected as a highly improving charter school by Pacific Research Institute
- \* 2006 Selected for USC's Compendium of Promising Practices by USC, Department of Education



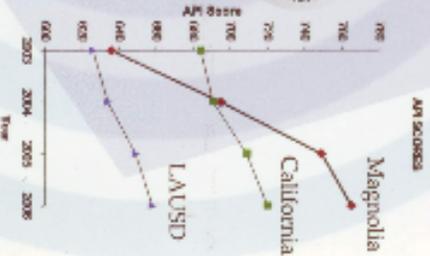
### Technology Integrated Education Unique Program

- \* Curriculum aligned with National Educational Technology Standards
- \* 5 Hours of computer classes per week for every student
- \* International Computer Driving License (ICDL); valid in 146 countries
- \* Meaningful, fun integration activities with core classes

# MAGNOLIA SCIENCE ACADEMY - 2

Sin costo alguno esta es una escuela pública Charter que  
vendrá a su comunidad con un énfasis en  
Matemáticas, Ciencias y Tecnología

- Maestros dedicados y humanitarios
- Clases pequeñas (25 por clase)
- Educación Integral en Tecnología
- Una escuela pequeña y segura (Máx. 200 estudiantes)
- Un programa de tutoría después de escuela gratis
- Acceso online al proceso académico del estudiante (grados, tareas etc.)



**AHORA MATRICULANDO**

**GRADOS 6 Y 7**

msa2@magnoliascience.org  
www.magnoliascience.org/msa2

18425 Kittridge St.  
Reseda, CA, 91335  
(818) 609-0507

# **ATTACHMENT 8.c.2**



tel: (213) 244-1446 250 East First Street, Suite 1000, Los Angeles, CA 90012

[www.myschool.org](http://www.myschool.org)

November 9, 2009

José Cole-Gutierrez  
Executive Director  
Charter Schools Office  
333 South Beaudry Avenue, 16th Floor,  
Los Angeles, Ca. 90017

Dear Mr. Cole-Gutierrez:

On behalf of the California Charter Schools Association, the membership and professional organization representing California's charter school movement, please accept this letter of support for the application you have received from Magnolia Science Elementary to secure approval to operate a new elementary charter school within LAUSD's jurisdiction.

The Magnolia Science Foundation has established a very strong record of operational and academic success, and we strongly support their continued plans to expand their successful model, bringing small, effective schools focused on math, science and engineering to underrepresented student populations in those fields. Magnolia schools are making a significant contribution to closing the achievement gap among Latino students grades 6 through 12. The Magnolia Science model has yielded impressive results on a number of important success metrics. For example, its San Fernando Valley school has a 0% drop out rate and 100% success in the CAHSEE exam, and has enrolled 100% of its graduates to post-secondary education; this is their record, while serving a student population that is 82% free and reduced lunch-eligible, and more than 70% Latino. And their success has been replicable: its Hollywood campus yielded an 814 API in 2009, enrolling 62% Latino students; in Venice, MSA 4 scored 748 while serving 44% Latinos and 26% African American students. It is Magnolia's demonstrated ability to successfully replicate and scale up growth that persuaded the State Board of Education to grant a Statewide Benefit Charter, a great point of pride for an LA-born, high quality charter management organization.

The California Charter Schools Association is committed to support the rapid replication of school models that yield strong results for students - particularly those meeting the urgent needs of underserved African-American and Latinos. We urge you to give MSF's proposal your timely and supportive consideration, to secure the approval the petition before you.

Very best regards,

Myrna Castrejón  
Senior Vice President, School Development and Support  
California Charter Schools Association



## References to Magnolia Foundation

Name	Title	Contact Information	Address
Theodore R	Board President, California Department of Education	916 319 0827	State Board of Education, 1430 N Street, Room 5111, Sacramento, CA 95814
Rae Belisle	Board Member, California Department of Education	916 319 0827	State Board of Education, 1430 N Street, Room 5111, Sacramento, CA 95814
Yvonne Chan	Board Member, California Department of Education	916 319 0827	State Board of Education, 1430 N Street, Room 5111, Sacramento, CA 95814
Jonathan Williams	Board Member, California Department of Education	916 319 0827	State Board of Education, 1430 N Street, Room 5111, Sacramento, CA 95815
Carol Barkley	Charter School Division Director, California Department of Education	916 322 6029	California Department of Education, Charter Schools Division, 1430 N Street, Room 5401, Sacramento, CA 95814
Caprice Young	President/CEO, KC Distance Learning	503 731 5409	650 NE Holladay, Suite 1400, Portland, OR 97232
Brian Bauer	President/GCHS President and Chief Executive	818 360 2361	10535 Zelzah Ave, Granada Hills, CA 91344
Judy Burton	Officer/Alliance for College	213 943 4933	644 West 17th Street, Los Angeles, CA 90015

# **ATTACHMENT 8.c.3**

r e f l e c t i o n s f r o m

# Magnolia Schools

Volume 1 Issue 1



## MSA-RESEDA RECEIVED SILVER MEDAL IN US NEWS BEST HIGH SCHOOLS RANKING.

Magnolia Science Academy-Reseda made it to the *U.S. News & World Report* list of America's Best Schools. America's Best Schools recognizes three categories of distinction: gold, silver, and bronze. Analysis is based on: Standardized test performance, proficiency rates of all students, including the least advantaged, and challenging college ready curriculum

MSA-Reseda has been recognized with the Silver medal for 2009-2010.

Congratulations to MSA-Reseda's Staff, Students, and Parents for achieving this great distinction!



## Message From Board Chairman

Dear Magnolia Community!

Happy New Year from our Foundation Board! I hope this greeting finds you enjoying a safe and rewarding 2010. Against all the historic challenges we are facing as a nation, Magnolia continues its growth at full speed.

This Fall we have opened Orangevale, Orange County and Palms campuses and we are looking forward to add three more schools in 2010. It's great news to be only the third organization awarded with a state-wide charter in our state. Special thanks to State Board of Education for allowing Magnolia Foundation to operate a minimum of ten more schools anywhere in California. I believe these state approvals show the level of trust the entire Magnolia Community has earned through its tremendous effort in serving the best education to our students.

More than 96% of our class of 2009 has been accepted to colleges and universities keeping the ratio from previous years. The fact that many of our graduates are the first in their families to attend a college is a great indication and motivation for us to see the impact of our educational program in the lives of our students and their communities in a wider spectrum.

There is just so much to tell what's going on at Magnolia Schools. That's why we have decided to publish this newsletter quarterly. I would like to end my words with a big THANK YOU to all Magnolia Schools family members including board members, administrators, teachers, students, parents, and other community members.

Dr. Metin Oguzmert

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## MESSAGE FROM CHIEF EXECUTIVE OFFICER

Dear Magnolia Schools Family Members,

I joined the Magnolia Schools family as a Chief Executive Officer on August 1st, 2009, and we have accomplished so much as a team in five months that I feel like I have been here for years.

As we approach the end of Fall 2009, we have definitely come far at the central office and the schools (Magnolia Science Academies & Pacific Technology Schools). Our founders, board members, and all Magnolia family members have set a standard of excellence that is challenging to meet, but day after day, we are gaining momentum to get closer to our vision.

As time flies, our central office continues working hard to provide strong back office and academic support for smooth school operation. Consequently, our school staff can focus on education.

All nine Magnolia Schools are addressing the needs of students so that they can achieve far greater results than what they would get in comparable schools on standardized test scores, graduation rates, and college matriculation.

I would like to stress the mission of Magnolia Schools here. Our mission is to prepare students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.

With this mission in mind, we provide a sound educational plan with emphasis on math, science, and technology. Magnolia Schools base their educational program on the understanding that our nation's economic future will require a work force that is highly trained in math, science, and technology.

On the other hand, we must consciously acknowledge that we are in the midst of an economic crisis. The good news is that we have the skills, plans, and passion to actively move forward with solutions. We will continue working collectively to overcome financial hurdles. In spite of the economical difficulties, we are planning to start additional Magnolia Schools because it is our mission to serve students and families who believe in our vision in these challenging times.

Magnolia Schools have a track record of quality in education, especially in diverse student populations. We will use our experience, enthusiasm, energy, and teamwork to help our students prepare for life. We believe we can only achieve this when we work collectively and do not give up.

In the spirit of New Year's resolutions, Magnolia continues to strive towards its high goals of academic success in 2010. It is a time to reflect and be grateful. It is a time to be with family and friends. From all of us here at Magnolia Educational & Research Foundation, we wish you a very happy holiday season and great New Year.

Dr. Suleyman Bahceci, CEO



*"Coming together is a beginning  
Keeping together is progress  
Working together is success"*  
--Henry Ford

## **MAGNOLIA SCHOOLS: LEARNING COMMUNITIES FOR ALL EMPLOYEES**

Schools have dynamic environment and can not be run with static approaches. All employees in schools should be expected to show effort and to create a dynamic learning cycle for themselves and the individuals around them.

The quality and effectiveness of all employees in schools have the largest effect on student learning and performance. We believe that student achievement can be maximized by choosing the right employees and providing them with a positive school environment and professional development opportunities.

This year Magnolia Schools staff have benefited from the following professional training programs:

### 1. External training

- Accord Institute For Education Research continually supports Magnolia Schools with services such as TIE (Technology Integrated Education), AMSP (Advanced Math & Science Program), consultation, and staff training.
- Fred Jones and Associates (Tools For Teaching) brought new perspectives to improve Magnolia Schools instructors' fundamental skills of classroom management.
- MYM (Middleton, Young & Minney LLP) informed Magnolia Schools' employees about their Legal Responsibilities.
- FROSTIG Center (Providing Support for All Learners) provided a workshop for Magnolia Schools' teachers on effective classroom management & differentiating instruction.

### 2. Internal training

Magnolia Schools determine their areas of needs for Professional Development at their staff meetings during the year and at the wrap-up meetings at the end of the school year. These meetings help staff prepare a Professional Learning Plan for the school and the individual staff members. These plans are addressed both in the summer and during the school year in terms of the followings:

- A Teacher Workshop/Summer in-service program is held in August for all Magnolia School teachers.
- Staff meetings at Magnolia Schools are organized so that teachers teaching the same subject (Department Meetings) or the same grade level (Grade Level Meetings) meet biweekly. During these meetings, senior teachers mentor their new fellows beside all teachers share their best practices.

Mr. Varol Gurler  
Chief Academic Officer



# BUSINESS CORNER

Welcome to the Business Corner!

On this page you will find updates about the business aspect of the Magnolia Schools.

We are glad to announce that Magnolia Schools central office has expanded with three new employees as consistent with the foundation's plan for growth. Currently, we employ seven business administrators/assistants who run the school's finances besides helping the central office apply for grants.



**Financial Audit:** All Magnolia Schools that completed their first year passed their annual independent audits. The audit reports show that all Magnolia Schools comply with Federal and State regulations. Additionally, the accounting codes of all schools are aligned with the imposed accounting codes of GAAP (Generally Accepted Accounting Principles).

**Professional Development:** Our business crew has attended Charter School Management training programs organized by Accord Institute and FCMAT (Fiscal & Crisis Management Assistance Team).

**Grants:** More than daily operational business and finance duties, our crew has applied for numerous grants for the schools in collaboration with our grant management team.

Magnolia schools have received Federal Grants, such

as the Public Charter School Grant Program. As of now, our schools have received five million dollars. Thanks to the Charter Division of California Department of Education!

Another important grant is the Walton Family Foundation Start-up Grant for new charter schools. Our team has recently submitted an application for MSA-San Diego 2 which passed the capacity meeting. We look forward to receiving a positive response from the Grant Committee. So far, Walton Family Foundation has given grants to six of our schools. Thanks to Walton Family Foundation!

## eSCRIP

Support Magnolia schools by registering with eScrip! We kindly ask that you ask your school's office for an eScrip registration form and sign up your family and friends. With eScrip registration a percentage of the purchases you make go to Magnolia schools with no extra cost to you.

Thanks to all who have already signed up. With the continuing budget cuts, any contribution is greatly appreciated.

## How does the program work?

The school gets supporters to register their existing Safeway, Vons, or Macy's Cards with eScrip. Supporters use their registered club card when they pay for their merchandise. Safeway & Vons donates between 1-5% of your grocery bill to the school of your choice and Macy's contributes 1%.

## Who can sign up?

Anyone who shops at Safeway, Vons and/or Macy's with a club card. Sign up all your friends and family. If you do not know your Safeway Club Card number, please call 1-800-SAFEWAY.

Please contact us for any questions at [contact@magnoliafoundation.org](mailto:contact@magnoliafoundation.org) or call 310-327-2841.

Additional information about the program can be found at [www.escrip.com](http://www.escrip.com).

# MAGNOLIA SCIENCE ACADEMY - RESEDA

## 2ND ANNUAL ALUMNI SOCIAL GATHERING

The 2nd Alumni Gathering was an amazing evening for all the MSA Family. Current and former teachers, graduated students, and their families all came together to enjoy a turkey dinner during the Thanksgiving break.



It was exciting to see our first students grow into adults and start building their future.

It was a proud moment to hear a couple graduates say that they would never have graduated if had they not attended MSA. We watched a slideshow from the old days and our laughs were mixed with our tears.

We would like to thank our Student Government for the organization of this event. We thank all our former and current teachers, and students who made this gathering a success.



## SAN FRANCISCO TRIP

A group of MSA seniors took a trip to Stanford University, UC Berkeley, and San Francisco Downtown with their teachers from Nov 20th to Nov 22nd.



## REVITALIZE RESEDA

The Revitalize Reseda program is one of the best ways for MSA to give back to our community. A group of students and teachers volunteered time on Saturday to clean the school parking lot. Thanks to Reseda High's Police Academy for helping us. After all this hard work under the sun, there was a delicious lunch, compliments from Reseda Neighborhood Council, waiting for students in the gym. It was a lot of work, but it was so much fun and a nice way to unite with Reseda neighborhood to support the community.



# MAGNOLIA SCIENCE ACADEMY - VALLEY



MSA-2 students are working together with their teachers in collecting Box Tops and Sunny-D labels in order to get 20 books for each grade level.

On November 17th, our 6th graders visited LACMA Museum to enhance their cultural knowledge.

The student council and the parent club of MSA-2 joined their forces to raise funds with a Halloween Dance for students and families. Parents, teachers, and students worked together to organize this successful fundraising event while having fun at the Halloween Party.

On Veterans Day, MSA-2 students decorated the main office with posters they had designed in honor of our servicemen.

Students at MSA-2 visited California State University of Pomona. Our students experienced a college setting where they were inspired to pursue a college dream.

Congratulations to MSA-2's Mustangs! Girls soccer team did a great job by winning the girls soccer tournament among charter schools in Valley.

L.A. Regional Food Bank Food Drive: Our school will participate in the L.A. Regional Food Bank Food Drive next week for Southern Californians in need this holiday season.



MSA-2 students are getting ready for their annual winter camp in San Diego.

MSA-2 middle school students are preparing for the NATIONAL GEOGRAPHIC BEE COMPETITION.



# MAGNOLIA SCIENCE ACADEMY - CARSON



## DISCOVERY SCIENCE CENTER FIELD TRIP

We had our first field trip to Discovery Science Center in Santa Ana. Students with the most Discipline Record System points were able to attend. They visited different exhibits, played virtual volleyball, and experienced the science of hockey. Designated guides showed our students' demonstrations in physics. They also watched a 4D turtle vision movie. Students, parents, and teachers all loved and enjoyed the trip. We recommend everyone to experience the same thrill.

## SLEEPOVER

One of our "Future City" club teams had a weekend sleepover. The team worked on a 3-D city model on Sim City computer software and their essays. Students also played indoor soccer and had a lot of fun. We all look forward to the next sleepover.

## CANDY DRIVE

Our parent task force has begun our first school wide candy drive. It is sponsored by World's Finest Chocolates. Our goal is to sell 200 boxes of chocolates.



EXPLORE EUROPE!

Europe

8

Trip

*An Unforgettable Journey to*

# Europe

Travel Back to  
**History**

Outstanding  
**Tours**

Great  
**FOOD**



*Istanbul*



*Ephesus*



*Louvre Museum*



*Antalya*

## EUROPE TRIP

Options	Countries	Duration
Europe Trip	France & Turkiye	11 Days
Turkiye Trip	Turkiye	9 Days

### INFORMATION

March 26<sup>th</sup>, 2010 - April 4<sup>th</sup>, 2010

For more information contact trip representative at your school

# Math Matters

FREE MATH CONTEST FOR 5<sup>th</sup> GRADERS

Great Prizes!

For students

For coaches\*\*



Saturday January 30, 2010  
Time: 10:00 a.m.



CONTEST CENTER  
ALL MAGNOLIA SCHOOL SITES

For more information:  
Call (310) 327 – 2841  
or email to  
[contact@magnoliafoundation.org](mailto:contact@magnoliafoundation.org)

\*Please note that pictures do not represent the actual awards.

\*\*Coaches need to be present to receive the gift certificate. If multiple students trained by the same coach reach to top three, the teacher will receive the highest prize.

Easy Online Registration:

<http://mathmatters.accordeducation.org>

# MAGNOLIA SCIENCE ACADEMY - VENICE



Europe Trip



Annual AMSP



California Science Center



Universal Studios

At MSA-4 Venice, rigorous academics is combined with fun activities. Students of MSA-4 had the opportunity to experience a number of field trips and school activities. Two of the notable celebrations were the Harvest Festival and the Thanksgiving celebration.

A room decorating contest and a costume contest were a few of the activities at the Harvest Festival. Our parents generously donated food and time as they celebrated the festival with the rest of the school.

The field trips are truly something to remember. From school-wide field trips to many different smaller group trips, such as the Europe trip and the AMSP camps, there was an opportunity for everyone. The AMSP club and other clubs at MSA-4 went to Universal Studios, Sea World, and winter camp.

2009 has been a remarkable year, especially, Europe Trip! In April 2009, some of staff members and students were lucky to visit beautiful cities in Germany, Holland, and Turkey. It was a 12-day trip full of excitement and fun. Every participant came back with interesting stories and suitcases full of souvenirs.



Winter AMSP



Europe Trip



MSA-4 Science Fair



California Science Center

# MAGNOLIA SCIENCE ACADEMY - HOLLYWOOD



## Veterans Day

*by Cheryl Dyson*

On Veterans Day we honor all,  
Who answered to a service call.  
Soldiers young, and soldiers old,  
Fought for freedom, brave and bold.  
Some have lived, while others died,  
And all of them deserve our pride.  
We're proud of all the soldiers who,  
Kept thinking of red, white and blue.  
They fought for us and all our rights,  
They fought through many days and  
nights.

And though we may not know each  
name,  
We thank ALL veterans just the same.

## TONY HAWK VISITS MAGNOLIA HOLLYWOOD

"Live Like A Champion Tour" presented MSA-5 with a professional skateboarder, Tony Hawk on November, 13th. The Live Like A Champion Tour is a statewide mobile outreach program that educates children about the importance of staying active and eating healthy in a fun and interactive way. The tour brings interactive games and challenging sports theme activities to help children bring out their "inner champion."

Tony Hawk came to promote healthy lifestyles and present an interactive video game experience - "Tony Hawk: RIDE Like a Champion". Our students enjoyed watching the exciting show and having a chance to chat with Tony about his professional skills.

# MAGNOLIA SCIENCE ACADEMY - PALMS



Our Student Council held a Bake Sale Fundraiser. Parents, teachers, and students brought in baked goods and the members of Student Council sold them at nutrition and lunch time. In total, we raised \$150.

Ukulele Club will do a fundraiser to help raise money to buy ukuleles for club members and non-members to practice with at home. We will also raffle a movie basket which contains movie tickets, candy, two bags of popcorn and other treats.



For Halloween we had a costume contest and chose three winners for the most creative, funniest, and best overall. We also had a door decoration contest. The winning class had a donut party.





## PROJECTS FOR THIS SCHOOL YEAR

MSA-SD will be working on very important projects this year.

Charter renewal, high school application, facilities for high school, last phase of accreditation, campus improvement, CALPADS reporting, transitioning to an upgraded MagnoXP school information system, and forming an SSC are some of the big projects in front of us. Renewing both computer labs is another project for the summer.

Even though this is a lot of work for one year, in addition to our regular every day duties, we will be working hard as a team to do our best to succeed in all these projects. There will be times we will ask for your help and involvement in these projects.

Together we will rise!



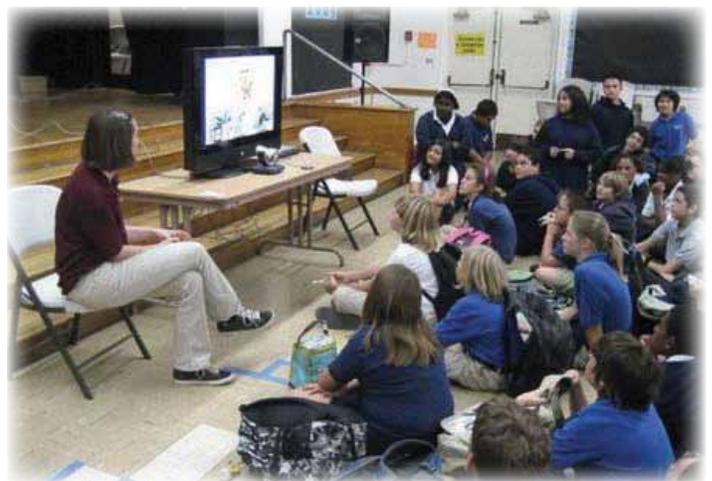
7th Grade Ballet Trip (Oct)

## 7TH GRADE BALLET TRIP

Less than a week after the field day "field trip," our 7th graders travelled off campus to take in a production of the San Diego Ballet's rendition of "The Firebird," based on Russian folklore. Rather than a traditional ballet, this 40 minute performance also featured hip-hop dancers from the Culture Shock dance troupe that performed alongside the ballerinas and dancers.

## AUTHOR INTERVIEW

Our seventh grade students recently interviewed author Doug Wilhelm after reading his book, *The Revealers*. Mr. Wilhelm's novel tells a realistic story about the various forms of bullying that can occur at the middle school level and was the source of many great discussions in class. Students brainstormed questions for the author and then spoke with him live from Vermont via webcast. We learned that many of the experiences in the book were based on real events--including the scene where the main character gets punched by a bully named Richie (who was the name of a real bully in Mr. Wilhelm's childhood school). Another interesting fact was Mr. Wilhelm had "researched" a scene in his book by actually pouring a bottle of root beer on his head! Thanks to Doug Wilhelm for joining us --we can't wait to read the sequel and hope a movie version will be out soon!



This Veterans Day, the students of PTS-SA donated 7 boxes of goods from the Wounded Warrior Project Wish List to be sent to the charity's headquarters in Alabama. Donated items include DVDs, video games, CDs, money, personal hygiene products, clothing and other items that would make a hospital more comfortable. Along with these 7 boxes, students sent pictures that they took while packing the boxes. These items will be distributed to wounded soldiers and veterans around the world. In class, students discussed why everyone should be thankful to the veterans for what they have done to make the US a safer place to live.



## "ORANGE BOTS" FROM PTS-OC WON FIRST LEGO LEAGUE CONTEST

In an effort to promote competition and create means of interaction among Magnolia schools students and staff, we have organized our first Lego League



Competition.

Teams of robot lovers from Los Angeles, Orange County and San Diego displayed their talents and creativity at MSA-1 Reseda. Awards were given in three categories; project presentation, robot design and robot performance.



"Orange Bots" from PTS-OC received overall first place, and MSA-3 Carson received the "Rising Star" award for their interest and passion in the competition.

Mr. Gurler, CAO, handed out the awards to teams and emphasized that this competition should become a tradition for Magnolia Schools.



## TESTIMONIAL FROM PARENT

"My son was very excited to hear there was going to be a Lego Robotics Club at his new Charter School, Pacific Technology School - Santa Ana. I think the thought of this fun club played a MAJOR role in his decision to leave our home school and try a brand new school! He has made some close friends at his new school. He has gotten to know many of them through the Lego Robotics Club. We had such a large interest in the club that the

club's advisor, Mr. Geldiyev, had to expand the club to form 2 teams. The club has meetings after school and on weekends, so it is quite a commitment on the student's and teacher's part...

Both of our Lego Robotics Teams have competed at tournaments and been able to advance to the Legoland Championship. I think that is a great success for the first year. They have competed against different teams and will be going to a Magnolia Schools tournament soon... The tournaments thus far

have been very exciting, since students get to see other teams programs and present a program themselves. They also meet other students with similar interests. My husband and I are very happy that the Lego Robotics Club is offered at Pacific Technology School!"

Sincerely,

Joan Pritchard  
PTS-OC Parent

# PACIFIC TECHNOLOGY SCHOOL - ORANGEVALE

## PACIFIC TECHNOLOGY SCHOOL CAREER LECTURE SERIES

Pacific Technology School Career Lecture Series proudly presents; On October 29th, Professor Saif Islam presented "How to Be a Scientist" at our Second Career Day Lecture. The professor explained why it is important for students to be excited and engaged in engineering and science.



## HALLOWEEN COSTUME CONTEST AND STUDENT AWARDS

In its monthly assembly, PTS-OV awarded its students with various titles. The Student of the Month award went to M. Lee, the Team Player award went to D. Choates, the Random Acts of Kindness award went to C. Wright, and the Citizenship award went to M. Messer. In addition to these awards, a costume contest was held and awards were given to A. Reed (the scariest), E. Quinn (the most creative), I. Smith (the most awesome), and Mr. Windmiller (the faculty costume).

## SACRAMENTO COUNTY SUPERVISOR ROBERTA MACGLASHAN VISITS PTS

PTS-OV welcomed Sacramento County Supervisor, Roberta MacGlashan on Friday, October 23rd. MacGlashan toured the facility, walked through the classes, and got information on Pacific Technology School's educational philosophy and future plans. She told the school administrators that she had been impressed by the quality of education at PTS-OV.



## NANOTECHNOLOGY CLUB KICK OFF MEETING

PTS -OV is working with UC Davis to provide students with the opportunity to learn the basics of engineering, especially the subjects related to Nanotechnology. Students are learning theories, reading books and articles, and performing experiments in a UC Davis lab. Students are required to write essays which may be published in scientific journals, newspapers, or websites.



**MAGNOLIA**  
EDUCATIONAL & RESEARCH  
FOUNDATION

Magnolia Schools Vision

*'Inspiring students  
to choose career paths in  
science and technology'*

**Editors**

Dr. Suleyman Bahceci  
Mr. David Yilmaz  
Ms. Sandra Nadazdin  
Mr. A.Irfan Erol  
Mr. Fatih Metin

**Designed by**

Rasul Monoshev  
Frank Bidak

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www.magnoliafoundation.org



**Cool School Information System (CoolSIS)**

Technology has been a priority for Magnolia Schools since the beginning. Magnolia started to develop its own School Information System in 2002 and named it MagnoXP. MagnoXP was very successful and helped Magnolia Schools manage their school information. As Magnolia grew bigger, the needs got more complex as well. It was inevitable that we would have to redesign MagnoXP to meet current needs. For this purpose, Magnolia Foundation started brainstorming sessions among users of MagnoXP to create a program that answers the needs of schools, including teachers, administrators, office staff and business managers from different schools. Magnolia Foundation



has partnered with the Accord Institute and APEX Educational Services in this project. The final outcome is a brand new software that we present to Magnolia Schools: Cool School Information System (CoolSIS).

The new roadmap contains two main phases: 1) Implementing CoolSIS at newly opening schools. 2) Transition to CoolSIS from MagnoXP in current schools during the second semester.

CoolSIS will be offering many modules and features that MagnoXP can not offer. So MagnoXP is not just an upgrade to MagnoXP, but a new solution designed and developed from scratch. CoolSIS is based on the latest technologies such as enterprise level database servers and operating system tools.

CoolSIS will be one of the most critical components of the Magnolia Schools in near future. It will continue the same tradition inherited from MagnoXP by providing an even greater support to Magnolia to increase the quality of education.



# Certificate of Contribution

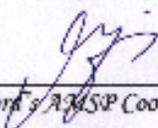
*Accord Institute wishes to thank*

Ms. Rabia Kahraman *from* Magnolia Science Academy 1 - Reseda

*for the contribution to*

Advanced Math and Science Program (AMSP) – Winter Camp

*on* December 18-23, 2008

  
\_\_\_\_\_  
*Accord's AMSP Coordinator*

1/27/2009

\_\_\_\_\_  
*Date*



Los Angeles County  
**Science Fair**

Excellence in Science, Engineering, Mathematics, and Technology

# Science Project Award

This is to certify that

**Rene Zuniga**

has participated in the 57<sup>th</sup> Annual Los Angeles County Science Fair.

Sponsored by  
Los Angeles County Science Fair Committee

**April 26, 2007**

*Dean C. Gilbert*

Dean C. Gilbert, President

*Tim Williamson*

Tim Williamson, Chair, Judging Committee

*sanofi-aventis International*  
**BioGENEius Challenge**

A Biotechnology Institute initiative  
in collaboration with sanofi-aventis and sanofi pasteur

2009 SANOFI-AVENTIS CA STATE BIOGENEIOUS CHALLENGE

CERTIFICATE OF PARTICIPATION

**JONATHAN TINOCO**

MAGNOLIA SCIENCE ACADEMY  
RESEDA, CA

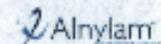
INTERNATIONAL SPONSOR



A handwritten signature in black ink, reading 'Paul A. Hanle', written over a horizontal line.

PAUL A. HANLE  
PRESIDENT, BIOTECHNOLOGY  
INSTITUTE

NATIONAL SPONSORS



# Certificate of Participation

## I-SWEEEP 2009

International Sustainable World (Energy, Engineering, & Environment) Project Olympiad



This certificate is awarded to

**Jonathan F. Tinoco**

in recognition for attending and making valuable contributions to  
International Sustainable World (Energy, Engineering, & Environment) Project Olympiad 2009

April 15-20, 2009  
Houston, Texas, USA

A handwritten signature in black ink, appearing to read "Larry G. Spears".

Dr. Larry G. Spears,  
Judging Committee Chair

A handwritten signature in black ink, appearing to read "Soner Tarim".

Dr. Soner Tarim,  
President



The Board of Directors  
of the  
*Orange County Science and Engineering Fair*  
recognizes

**Cinthia Ortega**

for  
*Participation and Outstanding Achievement*  
in the



*Fifty-Fourth Annual Orange County  
Science and Engineering Fair*

*[Signature]*

President

April 23, 2009

Date

**Los Angeles Times**  
IN EDUCATION

Magnolia Science Academy  
Mrs. Flores  
18328 Sherman Way  
Reseda, CA 91335

April 22, 2009

Dear Mrs. Flores:

Congratulations! Your student, **DAVOOD BETCHERI**, is a winner in the 2008-2009 Student Art Contest, sponsored by the *Los Angeles Department of Water and Power*. Students in grades 4-12, that participated in the "Water, Energy, Environment and You" Times In Education program, were asked to create art that helped to promote awareness and understanding of water and energy conservation, with an emphasis on water conservation.

Your winning student(s), their parents, your school's principal and you are invited to attend an Awards Luncheon presentation to celebrate:

**Wednesday, May 20, 2009**

**12:00 Noon**

Los Angeles Times

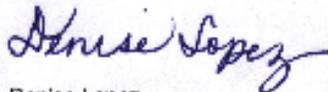
Chandler Auditorium, 5<sup>th</sup> Floor

202 West First St., Los Angeles, 90012

Parking is available at 213 S. Spring Street, between 2<sup>nd</sup> and 3<sup>rd</sup> Streets in Downtown Los Angeles. A map is enclosed for your convenience.

We hope you and your winning student(s) will be able to attend this special recognition event. Please let us know if you are coming before May 12, 2009 by calling Michael Motoyasu at 1-800-528-4637, ext. 73539. Should you have any questions, please call Denise Lopez at (213) 237-5486. We look forward to seeing you.

Sincerely,



Denise Lopez  
Times In Education  
North Zone Manager

NATIONAL ENGINEERS WEEK  
FUTURE CITY COMPETITION™

[www.futurecity.org](http://www.futurecity.org)



March 13, 2009

Varol Gurler  
Magnolia Science Academy 1  
18238 Sherman Way  
Reseda, CA 91335

Dear Principal Gurler:

Congratulations to you and your school's team performance at the 2009 National Engineers Week Future City™ Competition National Finals. On February 16-18, in Washington, DC, 38 teams from across the country vied for top honors as they presented their cities of the future. Your team gave an outstanding presentation and they, as well as your school, should be proud of this accomplishment.

Each year the creativity and poise of the students who participate in our program is a constant source of amazement. While the competition's primary objective is to promote an interest in engineering through math and science we also observe that the students gain a greater understanding of what they can accomplish when they work together for a common purpose. There is little doubt these students will put the skills they've learned by participation in Future City to great use as they become this country's new generation of engineers.

We are pleased we had the opportunity to showcase the talents of your students, teacher and engineer-mentor. In 2009-2010, we will be celebrating our eighteenth year as a nationwide competition and we hope your school will once again participate. Our successful program is growing stronger each year, and we can attribute much of our success to the efforts of your students, teachers, parents and engineering community.

Again, thank you for your interest in and support for the National Engineers Week™ Future City Competition.

Regards,

Megan Balkovic  
National Director

cc: Timur Saka

**Contact Information:**

Bill Knight  
Program Manager  
National Engineers Week Future City™ Competition  
1420 King Street  
Alexandria, VA 22314 ■ 703-684-2889 ■ [bknight@futurecity.org](mailto:bknight@futurecity.org)

[www.enrweek.org](http://www.enrweek.org)





**YOUTH CORNER**

**MAGNOLIA SCIENCE ACADEMY WINS REGIONAL AWARD**

By Tim Saka

Magnolia Science Academy (MSA) is proud to announce that our Future City Club has won the Southern California Regional Competition. MSA will be representing California at the National Engineering Week Finals competition in Washington D.C. during the week of Feb 16<sup>th</sup> to 19<sup>th</sup>.

It will be a great encouragement for our students to meet the leaders of their community and share their great success.

Magnolia Science Academy is a charter school serving California students grades 6-12 and approximately 1200 students in 6 campuses. It is the mission of MSA to inspire students to choose a career path in fields relating to Math, Science, and Technology.



The students - Angel Quintero, Billy Koutsouvasilis, Joshua Gonzalez, and Na-

son Nolasco - teamed up with their teacher Tim Saka, and volunteer engineer mentor Peter Divis to design a self-sufficient city that floats on the ocean.

**ST. PATRICK'S DAY AT THE WEST VALLEY LIBRARY**

By David Hagopian

Come celebrate Saint Patrick's Day at the West Valley Regional Library, your local Los Angeles Public Library branch library. Children and parents are invited to come to the West Valley Regional Library in Reseda on Thursday, March 18 at 4:00pm to celebrate Saint Patrick's Day. The children's librarians are going to read and tell some favorite Irish folktales and then we will all make a Saint Patrick's Rainbow mobile.

The Los Angeles Public Library regularly has activities for children, young adults, adults and families. Please visit us online at [www.lanl.org](http://www.lanl.org) and browse through our Searchable Calendar of Events for fun and interesting activities for the whole family. The West Valley Regional Branch is located at 19036 Vanowen Street (at Vanalde), Reseda. Our telephone number is 818-345-8806. David Hagopian

**HEALTHY KIDS DAY**

By Laura Casciato

West Valley YMCA will be holding its an-

nual Healthy Kids Day on Saturday, April 18<sup>th</sup>, 2009. Healthy Kids Day will include a pancake breakfast and a variety of different organizations with informative health and safety booths aimed to help you and your families enjoy maintaining a healthy lifestyle. There will be children's games to highlight health awareness plus you will have the opportunity to sign up for summer camp! Mark your calendars for April 18<sup>th</sup>, and come enjoy a day of fun with your whole family!

**YOUTH PROGRAMS**

By Laura Casciato

**New Arena Soccer Dedication**

On March 29<sup>th</sup> the YMCA will have a free community soccer event. The event will be in coordination with Chives USA and Soccer One. At 9 am and 10 pm we will hold a skills assessment for our Arena Soccer League. At 11 am we have the community and dedication event which will include a BBQ, prizes, skills competitions, soccer shootouts, Guest Speaker, and family events.

Then at 2:30 pm we will be holding our basketball banquet to honor and celebrate our Jr. Lakers Basketball Participants.

Jr Lakers Signups for the next basketball season will begin March 1<sup>st</sup> and go through April 10<sup>th</sup>. Signups will be taken at the West Valley YMCA and games will be played at Sutter Middle School and Carnegie Park High School.



**Reseda**

**RESEDA NEIGHBORHOOD COUNCIL NEWSLETTER**

**MARCH 2009**

**RESEDA GRAFFITI TOWN HALL MEETING**

One of the quality of life issues that impacts the community of Reseda is the graffiti that appears on many surfaces such as walls, trees, poles, sidewalks and curbs.

Graffiti is a blight inflicted on the community and property owners by gang members, tagging crews and vandasters who

get parking.

We will have a variety of guest speakers addressing many options on how we can eliminate most of our graffiti problems. Speakers attending include Councilman Dennis Zine, Reseda Senior Lead Officers and the West Valley Alliance. All speakers and the Reseda Neighborhood Council

<b>Emergency, Disaster &amp; Community Safety</b>	<b>2</b>
<b>Senior Corner</b>	<b>2</b>
<b>Community Announcements</b>	<b>3</b>



## 2009 National Engineers Week Future City™ Competition

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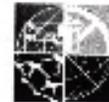
# Magnolia Science Academy 1

Participated in the National Finals  
Washington, D.C.  
February 16 – 18, 2009

A handwritten signature in black ink, reading "Megan Balkovic".

Megan Balkovic  
National Director

NATIONAL ENGINEERS WEEK FUTURE CITY COMPETITION™ • [www.futurecity.org](http://www.futurecity.org)





Los Angeles County

## Science Fair

Excellence in Science, Engineering, Mathematics, and Technology

# Science Project Award

This is to certify that

*Kartik Soni*

has participated in the 59<sup>th</sup> Annual Los Angeles County Science Fair.

Sponsored by  
Los Angeles County Science Fair Committee

**April 17, 2009**

*Dean C. Gilbert*

Dean C. Gilbert, President  
Los Angeles County Science Fair

*Margery Weikamp*

Margery Weikamp, Judge Coordinator  
Los Angeles County Science Fair



0.60

CEU

*Melik Sayin*

Has received instruction at an  
Advanced Placement Conference  
in topics related to teaching a course in  
**Phys B, Phys C: Mech & Phys C: Elect & Magn (comb)**

Bernstein High School

Hollywood, CA

February 7, 2009

**Lee Jones**  
Senior Vice President  
The College Board

**Al Mijares**  
Vice President  
Western Regional Office, The College Board

2099 Gateway Pl., Suite 550, San Jose, CA 95110-1017

The College Board has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET),  
806 Greensboro Drive, Suite 850, McLean, VA 22102.

The Johns Hopkins University  
Center for Talented Youth



*International Mathematics and Verbal Talent Search*

**Certificate of Recognition**

*Presented to*

**MAGNOLIA SCIENCE ACADEMY**

*for your support of students with high academic potential in the 2009 Academic Year*

Ronald J. Daniels  
President  
The Johns Hopkins University

Scott L. Zeger  
Interim Provost  
The Johns Hopkins University

Lee Young  
CITY Executive Director  
The Johns Hopkins University

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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
ACCREDITING COMMISSION FOR SCHOOLS

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*presents to*

MAGNOLIA SCIENCE ACADEMY

*this*

CERTIFICATE OF ACCREDITATION

*this School is accredited through*

JUNE 30, 2009



*Kary Davis*  
Commission Chair

*Opal Breen*  
Executive Director



CERTIFICATE OF APPRECIATION  
is hereby presented to

---

*Magnolia  
Science Academy*

---

ON BEHALF OF THE LOS ANGELES NEIGHBORHOOD HOUSING SERVICES AND CRAIA, I WOULD LIKE TO THANK YOU FOR YOUR DEDICATION TO THE ANNUAL NEIGHBORHOOD PRIDE DAY, NATIONAL NEIGHBOR WORKS WEEK. YOUR COMMITMENT TO SERVING AND IMPROVING THE QUALITY OF LIFE IN OUR RESEDA NEIGHBORHOOD IS TRULY COMMENDABLE. THANK YOU!

JUNE 2009



*Dennis P. Zine*  
DENNIS P. ZINE  
Councilmember, 10th District

UNIVERSITY of SOUTHERN CALIFORNIA  
*Rossier School of Education*

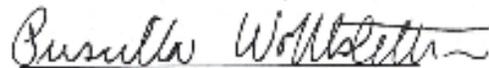
# Certificate of Recognition

PRESENTED TO **MAGNOLIA SCIENCE ACADEMY**

*in honor of your promising practices in the area of*

*Integration of Technology into Math and Science*

*On behalf of the University of Southern California, the Center on Educational Governance would like to congratulate you on being selected for the MMACCS Compendium of Promising Practices. Thank you for your hard work and dedication.*



Priscilla Wohlstetter, Ph.D.

*Bechtel Professor of Education Policy and  
Director, Center on Educational Governance*



# LOS ANGELES POLICE DEPARTMENT



**WILLIAM J. BRATTON**  
Chief of Police

P. O. Box 39158  
Los Angeles, Calif. 90039  
Telephone: (818) 374-7610  
Department TDD: (877) 375-5273  
West Valley TDD (818) 374-7697  
Ref #: 7.5

**ANTONIO R. VILLARAIGOSA**  
Mayor

February 13, 2008

Engin Eryilmaz, Principal  
Magnolia Science Academy  
18238 Sherman Way  
Reseda, California 91335

Dear Mr. Eryilmaz:

On behalf of the men and women assigned to West Valley Community Police Station, Los Angeles Police Department, I would like to thank you for the poster you sent us. The poster that was created by Ms. Shandrea Daniel, her history class and the rest of the student body at Magnolia Science Academy was very much appreciated.

In speaking with Ms. Daniel, I was glad to hear she was able to see the press conference on the news where Chief Bratton and Mayor Villaraigosa used your school's poster as a backdrop. I was also appreciative that Chief Bratton pointed out the poster to members of the press and mentioned the Magnolia Science Academy by name. I personally escorted members of the Special Weapons and Tactics (SWAT) team, to our Community Room where your poster was displayed. They were very touched to say the least. I took a photograph of several of them and will forward Ms. Daniel a copy when it becomes available. In addition, I am working with our Media Relations in an attempt to get a copy of Chief Bratton's press conference for viewing by the students and for your web site.

While the death of Officer Randall Simmons and the wounding of Officer Veenstra has been devastating to our Department, the positive response and show of support of the community, such as yours, has eased our pain and helped us get through this difficult time.

Please thank Ms. Daniel, her history class and everyone at the Magnolia Science Academy for me. If you have any questions, please feel free to contact me at (818) 374-7610.

Very truly yours,

**WILLIAM J. BRATTON**  
Chief of Police

Handwritten signature of Phillip S. Trotter in cursive.

**PHILLIP S. TROTTER**, Captain  
Patrol Commanding Officer  
West Valley Community Police Station

AN EQUAL EMPLOYMENT OPPORTUNITY - AFFIRMATIVE ACTION EMPLOYER  
[www.LAPDonline.org](http://www.LAPDonline.org)



**CHARTERS VS. TRADITIONAL SCHOOLS**  
 A study by the Center for Education Policy and Research at the University of California, Los Angeles, compares charter and traditional schools. The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

	Charter	Traditional
Average grade on 8th — LAUSD public AP exam	50	21
Los Angeles Unified	50	20
Average grade on AP exam		
Los Angeles Unified	21%	9%
California	20%	10%
Percentage of students meeting or exceeding state standards		
Los Angeles Unified	51%	38%
California	51%	32%

Source: Center for Education Policy and Research at the University of California, Los Angeles. The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

# Charters see success in testing

LAUSD / First Page 1

Researchers show that both charter and traditional schools are doing well. The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

LAUSD's charter schools are doing well. The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

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LAUSD's charter schools are doing well. The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

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Students at the Magnolia Science Academy, a Florida charter school, use computers in class.

LAUSD's charter schools are doing well. The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

**online EXTRA**  
 Information on charter schools is available on our Web site.

The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

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# Charter schools gain in testing

57 percent meet federal targets

By Mark Boghosian

LAUSD's charter schools are doing well. The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

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The study found that charter schools have a higher graduation rate and a higher percentage of students meeting or exceeding state standards.

# *Certificate of Software Compliance*



*presented to:*



## ***Magnolia Science Academy***

This is to certify that on June 3, 2004, all computer software  
at this site was in legal compliance.

Joseph Hurmali, Principal  
Location Code 8454  
(818) 609-0507

*Vickie Frederick*  
Vickie Frederick, Director  
Network Operations  
Information Technology Division



Los Angeles County

## Science Fair

Excellence In Science, Engineering, Mathematics, and Technology

# Science Project Award

This is to certify that

*Mikhail*

*Airiyan*

has participated in the 56<sup>th</sup> Annual Los Angeles County Science Fair.

Sponsored by  
Los Angeles County Science Fair Committee

**April 19, 2006**

*Dean C. Gilbert*

Dean C. Gilbert, President

*Tim Williamson*

Tim Williamson, Chair, Judging Committee

**The Johns Hopkins University**  
**Center for Talented Youth**



*International Mathematics and Verbal Talent Search*

**Certificate of Recognition**

*Presented to*

**MAGNOLIA SCIENCE ACADEMY**

*for your support of students with high academic potential in the 2008 Academic Year*

*William R. Brody*  
William R. Brody  
President  
The Johns Hopkins University

*Kristina M. Johnson*  
Kristina M. Johnson  
Provost  
The Johns Hopkins University

*Lee Ybarra*  
Lee Ybarra  
CTY Executive Director  
The Johns Hopkins University



Fighting Hunger • Feeding Hope

An Outreach Ministry of



October 20, 2008

Mr. Varol Gurler – Principal  
Magnolia Science Academy  
18238 Sherman Way  
Reseda, CA 91335

Dear Mr. Gurler,

What a pleasant surprise to learn that we were the recipient of a \$350.00 donation collected by your students. I have been made aware that this gift was the result of your students wanting to assist others during this challenging economic season. As mentioned at your assemblies the \$350.00 donation will purchase approximately \$1,750.00 worth of food resources for this up coming holiday season.

I am aware that you have many organizations to choose from and this donation is truly a blessing that comes at a time when regular supporters are unable to assist. Please extend our profound thanks to all that so generously assisted in this campaign. I know that each of the recipients of the resulting food resources would want to say "thank you" as well.

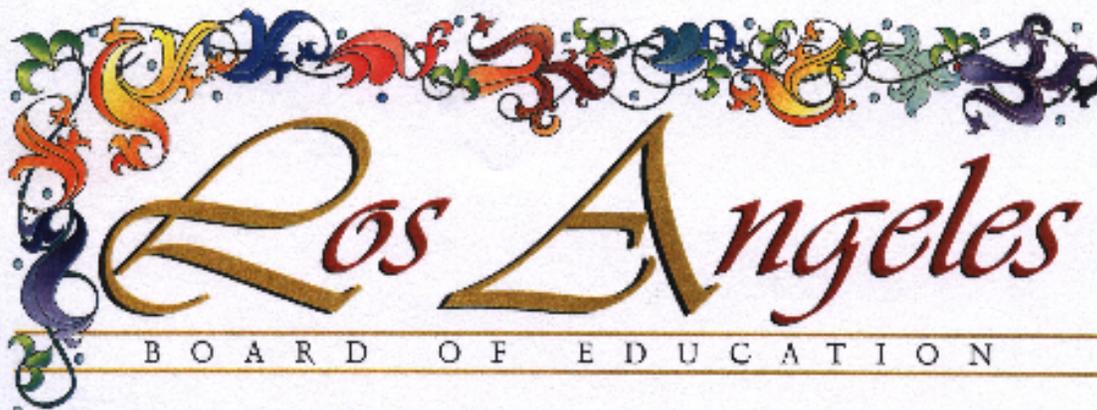
Again, it is our honor and privilege to be the recipient of your generosity, words of encouragement and partners in your community outreach to those in need.

With much appreciation,

William Hernandez  
Director

New address: 12701 Van Nuys Boulevard, Suite A, Pacoima, CA 91331-7283

13422 Satby St. • North Hollywood, CA 91605 • (818) 510-4140 • Fax (818) 474-1289  
[www.valleyfoodbank.org](http://www.valleyfoodbank.org)



## *Certificate of Recognition*

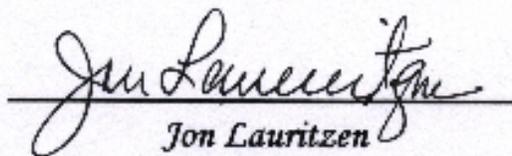
*Presented to*

*Magnolia Science Academy*

*Recipient of the 2006-2007 Title I  
Academic Achievement Award  
by the California Department of Education*

*This award recognizes your school for demonstrating success in ensuring that  
all students are making significant progress toward proficiency in  
California's academic content standards.*

*Congratulations!*

A handwritten signature in black ink, reading "Jon Lauritzen", is written over a horizontal line.

*Jon Lauritzen  
Board Member*

*May 3, 2007*





**TARGET FIELD TRIPS**

Scholarship America  
One Scholarship Way  
St. Peter, MN 56082

December 30, 2008

Shandrea | Daniel  
17900 sherman way  
unit 314  
reseda, CA 91335

Dear Shandrea:

Congratulations! Based on information in your application, you have been selected as a tentative recipient of a 2009 Target Field Trip Grant in the amount of \$800.00.

To receive the grant, please complete the enclosed verification/publicity release form and return it to Scholarship Management Services immediately. **The completed and signed form must be faxed to 507-931-2964 by deadline date January 16, 2009.**

Provided the Verification/Publicity Release form is completed and received on time, you will receive the grant check in early February. The check will be made payable to your school and mailed to your home address.

If you have any questions, please contact me at [marial@scholarshipamerica.org](mailto:marial@scholarshipamerica.org) or call (507)931-0413.

Sincerely,

*Maria Lokensgard*

Maria Lokensgard  
Program Manager  
Scholarship Management Services

Enclosure



Target gives 5% of its  
income to communities -  
over \$3 billion every week.

[target.com/5](http://target.com/5)

BRONZE MEDAL



America's  
**Best**  
High  
Schools  
**2009**

**School Matters**



## Los Angeles County Office of Education

Leading Educators • Supporting Students • Serving Communities

Darline P. Robles, Ph.D.  
Superintendent

January 7, 2009

Los Angeles County  
Board of Education

Mr. Varol, Principal  
Magnolia Science Academy  
18238 Sherman Way  
Reseda, CA 91335

Leslie K. Gilbert-Harris  
President

Angie Facadone  
Vice President

Dear Mr. Varol:

Genene Jones-Anderson

Sharon H. Bousdikian

Douglas R. Boyd

Rachel S. Frier

Thomas A. Boone

On behalf of the Los Angeles County Office of Education, I want to offer my congratulations on your school's selection to *U.S. News & World Report* 2009 list of America's Best High Schools. What a wonderful and well-deserved honor for Magnolia Science Academy and LAUSD!

Achieving this select status from more than 21,000 public high schools nationwide attests to effective school and district leadership, excellent teaching, high academic standards, active parent and community involvement, and a safe and productive school environment.

You and your staff must be, and should be, extremely proud to have received this high honor. May your outstanding achievement inspire other schools to emulate your efforts.

Sincerely,

Darline P. Robles, Ph.D.  
Superintendent

DPR/dp

cc: Mr. Ramon C. Cortines, Superintendent



**Brian Kelly**  
Editor



December 5, 2008

Magnolia Science Academy  
18238 Sherman Way  
Reseda, CA 91335

Greetings:

*U.S. News & World Report* would like to congratulate you on Magnolia Science Academy receiving a bronze medal in our second annual list of America's Best High Schools.

America's Best High Schools recognizes three categories of distinction: gold, silver, and bronze.

Analysis is based on:

- Standardized test performance
- Proficiency rates of all students, including the least advantaged
- Challenging college-ready curriculum

The bronze medal recognizes high schools that met the first two criteria of the America's Best High Schools methodology, but not the third. These schools have demonstrated commendable performance on state tests, but did not perform well enough on the college readiness index to merit identification as a top-performing high school.

A complete list of America's Best High Schools, as well as details about the analysis and the methodology used to develop the ranking, is available at [www.usnews.com/highschools](http://www.usnews.com/highschools) or [www.schoolmatters.com](http://www.schoolmatters.com). We encourage you to share this news with your community and the members of your local media.

Congratulations to you, your teachers and your students for achieving this great distinction.

Sincerely,

Brian Kelly  
Editor  
*U.S. News & World Report*



To Everyone at Magnolia Science  
Academy ~

Thank you all so much for  
your kindness to Deane and  
me after the loss of our  
home. Certainly, Thanksgiving was  
better than we anticipated!

We want you to know how  
very much we appreciate  
your caring and thoughtfulness.

Grace & Deane Gross

**2008 JPL Invention Challenge  
Aerial Car Race Contest**

Certificate of Accomplishment

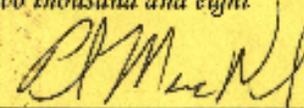
Awarded to

MAGNOLIA SCIENCE ACADEMY - "MAEROBILE"

For Outstanding Achievement in the Category of

**Most Unusual Entry**

*Signed at Pasadena, California this twelfth day of December two thousand and eight*



Paul MacNeal  
Contest Coordinator

The MATHEMATICAL ASSOCIATION OF AMERICA  
American Mathematics Competitions

Awards this

# Certificate of Excellence

To

Zarathustra E. Brady  
Magnolia Science Academy  
Reseda, CA

For being selected and participating in the  
**2006 USA Mathematical Olympiad**

April 18 & 19, 2006

*Cecil Rousseau*  
USAMO Chair



*Steven R. Dunbar*  
MAA AMC Director

# Magnolia Science Academy High School



This certifies that

**Abigail Liz A Sta Cruz**

has been found worthy in Character and Citizenship and has satisfactorily completed the course of study in accordance with the requirements for graduation of the Los Angeles Unified School District and is therefore awarded this

**Diploma**

Given at Los Angeles, California, this twenty  
first day of June, two thousand and six.

Dr. Erhan Salik  
MSA Board President

Angin Argimera  
Principal

MAGNOLIA SCIENCE ACADEMY



Los Angeles County  
**Science Fair**

Excellence in Science, Engineering, Mathematics, and Technology

# Science Project Award

This is to certify that

## Rene Zuniga

has participated in the 58<sup>th</sup> Annual Los Angeles County Science Fair.

Sponsored by  
Los Angeles County Science Fair Committee

**April 18, 2008**

Dean C. Gilbert, President  
Los Angeles County Science Fair

Jennifer Halls, Judge Coordinator  
Los Angeles County Science Fair

Margery Weikamp, Judge Coordinator  
Los Angeles County Science Fair

# **ATTACHMENT 8.c.4**

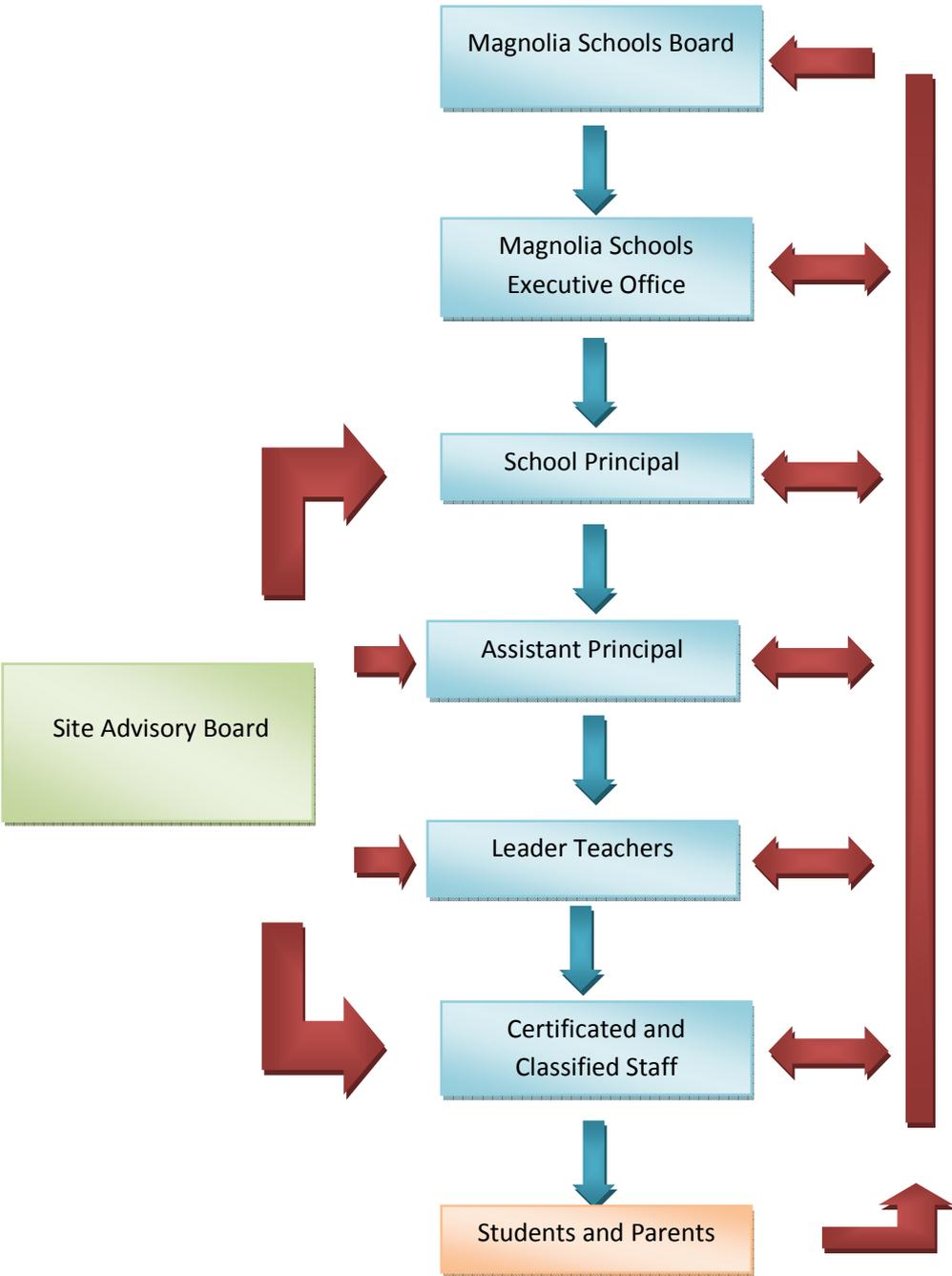
**MSE- Meaningfully Interested Parents List**

	<b>Name</b>	<b>Last Name</b>	<b>Mailing Address</b>	<b>Parant Name</b>	<b>Home Phone</b>	<b>Grade (2010-201)</b>	<b>Zip Code</b>
1	Nat	Rodriguez	2402 Descanso Way, Torrance CA	Sandra Rodriguez	310 8542848	K	90504
2	Anthony	Mouradian	12207 Riverside Dr. #204 Valley Village, CA	Maya Mouradian	818 6365713	1	91607
3	Julie	Avetisyan	14150 Sherman way, # 7 Van Nuys Ca 91405	Karine Yaralyan	818 915 4748	5	91405
4	Daniella	Alvardo	8144 Redbush Lane 91402, Panorama city		818 448 9159	3	91402
5	Ian Bryce	Knox	14757 Cohasset Street	Shulay Knox	818-464-7150	5	91405
6	Yudith A	Diaz	14950 Vanowen st # 237 Van Nuys CA 91405	Yanira Diaz	818 257 0484	4	91405
7	Adrian M.	Cano	13951 Del Sur St. Pacoima Ca 91331	Garcia Gloria	818 897 5320	K	91331
8	Maria J.	Olandes	18356 Napa St. #202 Northridge CA 91325	Jose Olandez	818 407 8839	2	91325
9	Joseph_	Gonzalez	16215 Vanowen St. #1 Van Nuys, Ca	Galvan, Rosa	818-989-0095	Pre K	91406
10	Stephanie	Cano	13951 Del Sur St. Pacoima Ca 91331	Garcia Gloria	818 897 5320	4	91331
11	Hernandez	Diego	13095 Hubbard st #3 Sylmar CA 91342	Patricia Hernandez	818 362 7613	1	91342
12	Barbara	Cuevas	14019 Astoria St. #c104	Rocio Navarro	818-336-6572	4	91342
13	Zeytsev	Demitri	17536 Chase st Norhridge CA 91325	Nelly Randin	818 822 5335	K	91325
14	Floyd	Marcel	17628 Runnymeda St Vannuys CA 91406	Jamu Esteo	818 530 6789	5	91406
15	Isaac	Melendez	17536 Chase st Norhridge CA 91325	Randin Nelly	818 822 5335	4	91325
16	Genesis	Cuevas	14019 Astoria st#c104 Sylmar CA 91342	Rocio Navarro	818 336 6572	K	91342
17	Ashley	Gonzalez	16215 Vanowen St. Van Nuys, Ca 91406	Galvan, Rosa	818-989-0095	1	91406
18	Alia Yeraldin	Galvan - Go	15820 Vanowen Street #14	Yeraldinne Gonzalez Bo	818-901-0776	Pre K	91406
19	Barbara	Cuevas	14019 Astoria St. #c104	Rocio Navarro	818-336-6572	4	91342

# **ATTACHMENT 9.a**

**Attachment 9.a**

**Following figure represents hierarchic chart (with blue arrows) and feedback ways (with red arrows).**



# **ATTACHMENT 10.a**

## **SULEYMAN BAHCECI**

Magnolia Educational & Research Foundation  
555 W Redondo Beach Blvd Ste 100  
Gardena, CA 90248  
Phone : (310) 327-2841  
Fax : (310) 327-2941  
Email : sbahceci@magnoliafoundation.org

### **PROFESSIONAL SUMMARY:**

Nine years of industrial experience in computer-aided drug discovery; overall, sixteen years of experience with computers in chemistry. Innovative, productive researcher in a company setting. Eleven years of business and managerial experience in building and running non-profit organizations and public charter schools.

### **EDUCATION, HONORS**

The University of Texas, Austin, TX  
Ph.D., Chemistry and Biochemistry, December 1999  
M.A., Chemistry and Biochemistry, May 1997

Middle East Technical University, Ankara, Turkey  
M.S., Chemistry, May 1995  
B.S., *cum laude*, Science Education, July 1992

- Dorothy B. Banks Fellowship, 1998-1999
- Robert A. Welch Foundation Fellowship, 1996-1998
- Higher Education of Turkish Republic Predoctoral Fellowship, 1995-1999
- Turkish Scientific and Research Council Graduate Fellowship, 1993-1995

### **PROFESSIONAL ACTIVITIES**

- Co-founder of two public charter schools:
  - Bay Area Technology School (BayTech), Oakland, CA
  - Harmony Science Academy, Austin, TX
- Board member of two educational non-profit organizations:
  - Willow Education
  - Accord Institute

### **PROFESSIONAL EXPERIENCE**

**Magnolia Educational & Research Foundation**  
Chief Executive Officer

**Gardena, CA**  
2009-present

- Provided training and professional development for Magnolia Foundation Schools principals in core concepts of organizations and management, including corporate identity, organizational alignment, culture, and change.
- Provided intensive training and staff development to administrators and teachers on document and time managements

- Managed the relationships with Magnolia Foundation schools, the Board of Directors, the community, and the districts
- Managed the strategic leadership, oversight, and hiring of the senior management team:

**Exelixis, Inc.**

Senior Scientist I

Research Scientist II

Informatics Research Scientist I

**South San Francisco, CA**

2008-2009

2003-2007

2000-2002

**Discovery Projects**

- Utilized ligand- and structure-based molecular modeling techniques for small molecule drug discovery efforts: optimizations of lead scaffolds for potency, selectivity, and ADMET properties.
- Designed, developed, released HTS Web Tool, a suite of Pipeline Pilot based web tools for HTS data analysis, cherry picks, and compound selection.
- Collaborated closely with synthetic chemists, biologists, and other project team members at the LV/LO stage of the projects.
- Generated pharmacophore and QSAR/QSPR models for lead optimization
- Led effort on library analysis, diversity analysis, data mining, compound/plate characterization, prioritization, and selections
- Designed, coded, implemented a number of Pipeline Pilot protocols to help New Lead Discovery, Chemistry, and Informatics department on a per-project basis
- Provided technical support in the implementation of the Exelixis' informatics pipeline to all drug discovery projects
- Worked both independently and as an integral member of a multidisciplinary lead optimization team.

**Method Development:**

- Developed a predictive ADME (Adsorption, Distribution, Metabolism, and Excretion) model (such as hERG model with internal data) to help scientists with lead optimization
- Developed automated methods for compound scaffold classification tool that enabled scientists on multidisciplinary project teams to group compounds into logical structure families that can be easily tracked and discussed by both chemists and non-chemists.
- Implemented a variety of computational chemistry methods that leverage experimental data to: rationalize and prioritize leads; identify/predict structure-activity trends; and propose new compounds/libraries for synthesis.
- Validated and implemented methods for efficient computation, query and retrieval of molecular properties such as ClogP and polar surface area (PSA). He has used this foundation to build statistical models to predict relevant molecular properties such as drug likeness.
- Developed methods to standardize chemical structures and associated information required for registration.
- Researched and implemented a method to identify key scaffolds in a lead optimization series and integrated this into the reporting infrastructure
- Identified and validated relevant chemical descriptors and models for use in compound selection and profiling.
- Identified and validated relevant chemical descriptors and models and applied them to select commercially available compounds with drug like properties for purchase by

the company.

- Developed and implemented methods to standardize chemical structures and supporting data and batch registered compounds.
- Provided end-user support and maintained the chemical registry in ActivityBase, including implementing a major upgrade.
- Identified and implemented methods to identify and classify compounds by key scaffolds for lead optimization and integrated this into the reporting infrastructure and developed a predictive ADME model to help scientists with lead optimization
- Developed web-based tools for different aspects of the drug discovery process. Among others, web-based tools to analyze and filter compound libraries using structure and knowledge based criteria. This application automatically tracks entries, generates statistics to analysis outputs, and maintains database consistency.
- Applied pharmacophore based techniques to study complex Structure-Activity Relationships (SAR) in drug design for development of new drugs.
- Participated in different project for computational techniques to model and analyze molecule-molecule interactions, and structure-activity relationships.
- Worked on problems related to 3D molecular structure, molecular similarity, similarity-based retrieval and clustering, and structure-activity data mining. Learned to use commercial chemical databases/software.

**University of Texas at Austin**

Postdoctoral Fellow

Graduate Research/Teaching Assistant

**Austin, TX**

1999-2000

1996-1999

- Improved the EC method by applying to the problems of angiotensin converting enzyme (ACE) inhibitors. Introduced the Anti-pharmacophore concept to the literature as well as new method to identify pharmacophore.
- Collaborated with graduate students and visiting scientists to research the EC method and helped them to apply it to various problems such as anti-tumor cis-platinum compounds and HIV-1 integrase inhibitors.
- Developed the Electron-Conformational (EC) method of pharmacophore identification and bioactivity prediction. Introduced the semi-quantitative way of bioactivity prediction.
- Written C++ codes and Matlab scripts to implement pharmacophore identification algorithm.
- Worked on building a database for HIV-1 integrase inhibitors from NCI database according to the EC method's parameters.
- Taught in the Physical Chemistry Laboratory course as Teaching Assistant
- Taught in the Introduction to Quantum Chemistry course as Teaching Assistant
- Taught in the Molecular Electron Materials course as Teaching Assistant

**Middle East Technical University**

Graduate Research/Teaching Assistant

**Ankara, Turkey**

1992-1995

- Studied the possibility of grafting between conducting polymers (polypyrrole and polyaniline) and insulating polymers (polybisphenol A carbonate and polyamide) via semi-empirical methods using AM1 parameterization.
- Analyzed the Hydrogen bonding between poly(bisphenol A carbonate) and polyaniline by using semi-empirical quantum methodology
- Taught in General Chemistry Lab course as Teaching Assistant.

## PATENT

**Bahceci, S.;** Bajjalieh, W.; Chen, J.; Epshteyn, S.; Forsyth, T. P.; Huynh, T. P.; Kim, B. G.; Leahy, J. W.; Lee, M. S.; Lewis, G. L.; Mac, M. B.; Mann, G.; Marlowe, C. K.; Ridgway, B. H.; Sangalang, J. C.; Shi, X.; Takeuchi, C. S.; Wang, Y. Inhibitors of the Hedgehog Pathway. WO2008112913, September 18, 2008.

## PUBLICATIONS

Bersuker, I. B.; **Bahceci, S.;** Boggs, J. E. Improved Electron-Conformational Method of Pharmacophore Identification and Bioactivity Prediction. Application to Angiotensin Converting Enzyme Inhibitors, *J. Chem. Inf. Comput. Sci.* **2000**, 40, 1363-1376.

Bersuker, I. B.; **Bahceci, S.;** Boggs, J. E. The Electron-Conformational Method of Identification of Pharmacophore and Anti-Pharmacophore Shielding. In *Pharmacophore Perception, Development, and Use in Drug Design*, Guner, O. F. Ed.; International University Line, **2000**; La Jolla, pp. 457-474.

Bersuker, I. B.; **Bahceci, S.;** Boggs, J. E.; Pearlman, R. S. An Electron-Conformational Method of Identification of Pharmacophore and Anti-Pharmacophore Shielding. Application to Rice Blast Activity, *J. Comput.-Aided Mol. Des.*, **1999**, 13, 419-434.

Bersuker, I. B.; **Bahceci, S.;** Boggs, J. E.; Pearlman, R. S. A Novel Electron-Conformational Approach to Molecular Modeling for QSAR by Identification of the Pharmacophore and Anti-Pharmacophore Screening, *SAR and QSAR in Environmental Research*, **1999**, 10, 157-173.

**Bahceci, S.;** Toppare, L.; Yurtsever, E. On the Possibility of Grafting Conducting Polymers onto Insulating Ones, *Synth. Met.* **1996**, 81, 5-8.

**Bahceci, S.;** Toppare, L.; Yurtsever, E. Hydrogen Bonding in Polyanilines, *Synth. Met.* **1994**, 68, 57-60.

## THESES AND DISSERTATION

**Bahceci, S.** The Electron Conformational Method of Molecular Modeling in Drug Design and Structure-Activity Relationships, *Ph.D. dissertation*, Univ. of Texas, Austin, Dec. **1999**.

**Bahceci, S.** The Electron Conformational Approach for Modeling Structure-Activity Relationships, *Master of Arts Thesis*, Univ. of Texas, Austin, May **1997**.

**Bahceci, S.,** A Theoretical Investigation of the interaction between Conducting and Insulating Polymers. *Master of Science Thesis*, Middle East Technical University, May **1995**.

# AHMET IRFAN EROL

FAX (310)327-2941 · EMAIL [IRFANEROL@HOTMAIL.COM](mailto:IRFANEROL@HOTMAIL.COM)  
6805 LOUISE AVE. APT. 508 LAKE BALBOA, CA 91406 · PHONE (310) 736-0729

## EXPERIENCE

---

Present- Magnolia Foundation Reseda, CA

*Chief Financial Officer*

- Leading overall financial, grants, technology plans, policies and practices
- Directing treasury, budgeting, audit, and accounting activities

2006–2007 Magnolia Science Academy Reseda, CA

*Business Manager*

- Prepared budgets, financial reports and oversaw operations for charter school.

2005-2006 Federal Marble North Hollywood, CA

*Financial Manager and Accountant*

- Prepared fiscal reports and managed budget and cash flow for marble distribution company with annual sales of over \$10 million.

## EDUCATION

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2005–2006 Cal State University Dominguez Hills Dominguez Hills, CA

- MBA in Finance

2004–2005 Language Systems International Los Angeles, CA

- Completed TOEFL/GMAT English preparation classes.

1997-2002 Marmara University Istanbul, TURKEY

- BS in Business Administration
- Minor in International Business and Marketing

## COMPUTER SKILLS

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Proficient in MS Word, Excel, PowerPoint, ADP/Payroll, QuickBooks  
2006/2007/2008.

## LANGUAGE SKILLS

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Turkish (Native), English (Fluent)

## SEMINARS, WORKSHOPS AND CONFERENCES

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- March 11-14, 2009      California Charter Schools Conference      Long Beach, CA
- Attended the 16<sup>th</sup> Annual conference organized by California Charters Schools Association
- March 4-7, 2008      California Charter Schools Conference      Sacramento, CA
- Attended the 15<sup>th</sup> Annual conference organized by California Charters Schools Association
- October 20<sup>th</sup>, 2006      Employment Law Seminar      Los Angeles, CA
- Received a certification upon successful completion.
  - One day program organized by Whiting Associates Inc.
- March 27-30, 2007      California Charter Schools Conference      San Diego, CA
- Attended the 14<sup>th</sup> Annual conference organized by California Charters Schools Association

# Varol GURLER

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18445 Hatteras St #203  
Tarzana, CA 91356

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E-mail: [varolgurler@gmail.com](mailto:varolgurler@gmail.com)

## Professional

**2008-Present** Magnolia Science Academy-Reseda 6-12 Reseda, CA  
Principal and Academic Coordinator for all MSA schools.

## Experience

**2006-2008** Lotus School For Excellence 6-12 Aurora, CO  
Start-up Principal

**2004-2006** Sonoran Science Academy K-12 Phoenix, AZ  
Principal  
School was labeled as a “highly performing” school in its first year.  
Participation as an observer and translator into INTEL-ISEF(International Science and Engineering Fair) in Phoenix

**2003-2004** Sonoran Science Academy K-12 Tucson, AZ  
Daisy Education Representative (Program Coordinator for Daisy Early Learning Academy(DELA) and Sonoran Science Academy, Start Up Coordinator and Founder Principal for Sonoran Science Academy- Phoenix Branch)

**1997–2003** FATIH Science High School Istanbul, TURKEY  
(1997–1998) Classroom Instructor for preparatory classes; developed curriculum and performed counseling for students who are willing to continue to higher college education.

(1998–2002) Vice principle for students who are in 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades (Dean of Students & Dean Of academics of 400 students).

(2001–2002) Head of English department.

Developed and proposed curriculum projects; supervised 14 teachers within the department,

(2002–2003) Principal and Program Coordinator of Olympiads and Projects,

Coordinator for the National and International Olympiads for FATIH Science High School,

Coordinator for INEPO (Inter-National Environmental Project Olympiad) with participation from 27 countries,

Coordinator for INEPO National (with participation from over 70 high schools). During this task, supervised 75 teachers.

Participation INTEL-ISEF (International Science and Engineering Fair) in San Jose, CA, USA.

**1995–1998** SURAT Publishing Center Istanbul, TURKEY  
Curriculum Mapping Coordinator, Practice Coordinator and Editor in several Books Projects,

Worked in the development of chemistry books (Turkish & English version) for high schools.

Coordinator for Regional Competitions in Chemistry and Environment.

**1990–1995** FEM University Entrance Institutions Istanbul, TURKEY

Educational Consultant, Testing Coordinator, and Individual Tutoring Specialist for students who study for the state-wide university entrance exam in Turkey.(Approximately 1.5 million students take this test each year)

Developed, proposed, and directed *Project Success* winter & summer tutoring programs for low achieving students.

College Counselor for 10<sup>th</sup> and 11<sup>th</sup> grade students.

## **Education**

**1996 – 1997 MBA** YILDIZ TECHNICAL UNIVERSITY Istanbul

- Institute of Social Sciences, Department of Educational Sciences  
“Instructional Leadership” MBA program without thesis.

**1990 – 1995 BS** ISTANBUL UNIVERSITY Istanbul

- Department of Education and Literature – Foreign Languages Major

**1986 – 1990 AS** BOGAZICI UNIVERSITY Istanbul

- English Preparatory Class (3 terms)
- Department of Chemistry (5 terms)-transferred to Istanbul University
- Credits from Education Department in “Chemistry Teaching”
- Obtained Associate of Science (AS) degree to become chemistry teacher in high schools.

## **Interests**

Reading educational and sociological books, Gourmet and cooking from different cultures especially Mediterranean & Chinese cuisine, playing soccer.

# **ATTACHMENT 10.e**



## Assistant Principal Job Description

**Reports to:** Middle School Principal

**Supervises:** All Certified Staff

### **Primary Function:**

The school assistant principal will use leadership, supervisory, and administrative skills to promote the educational development of each student. This position will include assuming all responsibilities of the building operation during the principal's absence.

### **Qualifications:**

- A valid California teaching certificate as either elementary or secondary
- Masters Degree; minimum three years teaching and/or administrative experience

### **Responsibilities:**

1. Curriculum Development, Supervision and Evaluation, and Assist the Principal in:

- Understanding school curriculum, ensuring teaching of the written curriculum, and helping staff use curriculum resources
- Participate in and/or leading curriculum development activities
- Provide opportunities and encouragement for staff to increase program expertise
- Identifying curricular and extra curricular needs by analyzing current programs and student achievement
- Regularly using the results of the student assessment data to identify problems and implement program improvements and/or pacing

2. Student Assessment and Monitoring and Assist the Principal in:

- Emphasizing student achievement as the primary outcome of schooling
- Systematically assessing and monitoring student progress using objective and verifiable information whenever possible
- Working with staff to systematically identify and respond to at risk students; making referrals to appropriate community agencies when needed
- Providing meaningful information to parents and others regarding student progress
- Maintaining policies and practices for grading, reporting, and promoting

3. Student and Staff Relations

- Models and facilitates good human relations skills; effectively interacts with others
- Solicits information from school personnel and community in gauging the school climate
- Recognizes efforts of students and teachers
- Promotes the improvement of student and staff self-images
- Communicates high expectations for both staff and students and provides appropriate motivation to reach expectations
- Attends special events held to recognize student achievement and attends school sponsored activities



- Fosters collegial relationship with and among teachers and staff
4. Establishing an Effective Workplace and Work with the Principal to:
- Develop and maintain positive staff morale
  - Define and articulate a school philosophy with vision through board adopted goals and administrative recommended objectives
  - Conduct meetings of the staff as necessary for the proper functioning of the school
  - Implement a discipline code that is fair and promotes orderliness and student learning
  - Protect instructional time by minimizing interruptions to the instructional process
  - Coordinate teacher and student schedules to promote maximum learning and minimize conflict
  - Maintain high visibility in the school
  - Provide for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel
5. Staff Supervision, Personnel Evaluation and Work with the Principal to:
- Supervise professionals, teacher assistants, secretaries, and classroom volunteers within the building
  - Implement the district wide personnel evaluation program
  - Demonstrate objectivity in personnel evaluation
6. Communications, Community Relations, and Assist the Principal in:
- Listening and responding appropriately to staff, student, and community concerns
  - Respecting differences of opinions and fostering open communications among staff
  - Developing communications that reflect and support management team decision in the implementation of school board policies
  - Communicating effectively with students; individually and in groups
  - Speaking and writing effectively
  - Keeping the superintendent and other appropriate central office administrators informed of school activities and problems such as special services, etc.
  - Communicating and working with central office and other principals to share ideas, problems, expertise, and personnel
  - Interacting with school district and parent groups to promote positive outcomes
  - Encouraging parent visits and involvement in decision making
  - Keeping the community informed about school activities through newsletters, news releases, and attendance at parent meetings, etc.
  - Effectively utilizing community resources and volunteering to promote student learning
7. Decision Making and Problem Solving
- Considers research when making decisions
  - Considers alternative and consequences in the decision making process
  - Makes decisions in a timely fashion and maximizes decisions effectiveness by follow-up actions
  - Clearly communicates decisions and rationale to all affected
  - Seeks information from appropriate sources and strives for consensus in the decision making process
  - Identifies problem areas and seeks solutions before crisis situations develop
  - Effectively delegates decision making and problem solving to appropriate personnel



- Supports and endorses decision made by the principal and administrative team in the operation of the school

#### 8. Professional Development

- Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals, and discussing problems of mutual interest with others in the field
- Assumes responsibility for his/her own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings
- Plans and implements individualized improvement programs when necessary
- Effectively utilizes the expertise of school personnel, including self, in staff development
- Helps teachers implement objectives for themselves and students
- Provides opportunities for teachers to share and demonstrate successful practices
- Views self as a role model for expected staff behavior
- Perceives self as a change agent; works for personal and professional organizational renewal

#### 9. Building Management, Recordkeeping, Financial Management, and Assist the Principal in:

- Establishing and maintaining rules and procedures for student and staff safety
- Promoting an aesthetically pleasing environment in the school
- Monitoring plant, office, and equipment maintenance
- Promoting timely repair of school facilities and equipment
- Effectively coping with crises and emergencies
- Maintaining accurate personnel, student, and fiscal records
- Preparing accurate budgets and effectively monitors expenditures
- Preparing required district reports accurately and efficiently
- Anticipating future building and equipment needs; planning appropriately to remedy
- Managing the daily use of school facilities for both academic and nonacademic purposes

#### 10. District responsibilities:

- Assist the Central Office in the coordination of accounting programs for the school district and responsibilities for submission of end of year reports
- Arranging substitutes and arranging day to day coverage
- Arranging and scheduling outside programs to enhance curriculum, assemblies, etc.
- Other assignments as may be delegated by principal and superintendent

#### **Terms of Employment:**

Twelve months per year. Salary and benefits are determined by Magnolia Foundation Human Resource Department.

#### **Evaluation:**

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly goals are met. The School Principal will perform the evaluation.



**Note:** The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all the work requirements that may be inherent in the job, either present or in the future.

**Requirement Skills and Qualifications :**

- B.S. degree in Education or Engineering
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Minimum three years of teaching experience



## School Counselor Job Description

**Reports To:** Principal

### **Primary Function:**

Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

### **Major Responsibilities and Duties:**

- Discusses the comprehensive school counseling program with the school administrator.
- Develops and maintains a written plan for effective delivery of the school counseling program
- Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders).
- Maintains current and appropriate resources for education stakeholders.
- Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services
- Uses data to develop comprehensive programs that meet student needs.
- Provides leadership and collaborates with other educators in school
- Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
- Incorporates into their programs the life skills that students need to be successful in the twenty-first century.
- Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.
- Accurately and appropriately interprets and utilizes student data.
- Collaborates with parents/guardians and educators to assist students with educational, career, and life planning.
- Provides individual and group counseling to students with identified concerns and needs.
- Consults and collaborates effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.
- Implements an effective referral and follow-up process as needed.
- Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

### **Terms of Employment:**

Twelve months per year. Salary and benefits are determined by Magnolia Foundation Human Resource Department.



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555 W Redondo Beach Blvd STE 100 Gardena, CA 90248  
Phone: (310) 327-2841 ■ Fax: (310) 327-2941

**Evaluation:**

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly goals are met. The School Principal, with input from the Assistant Principal will perform the evaluation.

**Note:** The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all the work requirements that may be inherent in the job, either present or in the future.

**Qualifications**

Hold a bachelor's degree in school counseling from an accredited college or university.

Meet the certification requirements for school counselor from the California Department of Education



## Special Education Coordinator Job Description:

**Reports To:** School Administrator/ LAUSD

**Supervises:** Teachers

### Primary Function:

The job of Special Education Coordinator is for the purpose of ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the districts' program of services. Responsibilities include: managing the districts' special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements. Significant time is required for analyzing data, planning activities, monitoring programs/services, responding to others and consulting with program personnel.

### Responsibilities:

- Collaborates with others (e.g. district superintendent, teachers, building principals, other professional staff, parent groups, community organizations, public agencies, etc.) for the purpose of implementing and maintaining services in accordance with programmatic and regulatory requirements.
- Consults with districts special education/general education staff for the purpose of maintaining existing programs and implementing new services in accordance with established timeframes, professional standards and related requirements.
- Develops long and short range plans in relation to assigned administrative responsibilities (e.g. policies, procedures, staffing, materials, equipment, space requirements, etc.) for the purpose of implementing regional special education programs/services and complying with local, state and federal regulations.
- Develops proposals, new programs and grant opportunities for the purpose of ensuring compliance with local, state and federal regulations and meeting district goals.
- Directs the implementation of existing and new programs/services through a combination of delegation and personal involvement for the purpose of ensuring new programs/services are provided within established timeframes in conformance with all related requirements.
- Facilitates meetings that may frequently involve a range of issues for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired program changes.
- Manages assigned programs and/or services for the purpose of achieving outcomes in relation to program objectives, and ensuring conformance with legal, financial and districts' requirements.
- Monitors a variety of administrative processes for the purpose of preparing reports, etc., authorizing financial transactions, ensuring compliance with local, state and federal regulations.



- Monitors assigned program/services for the purpose of ensuring stated outcomes are achieved, relevant policies and procedures are addressed, and services are efficiently provided within budgetary guidelines and federal/state regulatory guidelines.
- Participates in a variety of meetings as required (e.g. workshops, inter and intra district committees, community and public agencies, seminars, conferences, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.
- Prepares a wide variety of often complex materials (e.g. plans, funding requests, reports analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Presents information on a variety of topics related to administrative responsibilities (e.g. financial information, overviews of programs/services, policies and procedures, etc.) for the purpose of providing general information, training others, implementing actions, etc.
- Researches information required to manage assignments (e.g. relevant policies, new federal and state statutory regulations, staffing requirements, financial resources, etc.) for the purpose of developing new programs/services, ensuring program compliance with relevant federal and state requirements, securing general information and/or responding to requests.
- Responds to inquiries of staff, district personnel, other professional organizations, etc. for the purpose of providing information and/or direction as may be required.
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
- Serves as a resource to district personnel and as a liaison to various agencies (e.g. district committees, interagency boards) for the purpose of explaining procedures conveying and/or receiving information as needed for the planning, developing and evaluating of services related to special education.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Submits records, reports and assignments promptly and efficiently.
- Deals with obstacles and constraints positively.
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties.
- Seeks and takes advantage of opportunities for professional growth.
- Maintains dress and appearance appropriate to a professional office setting.
- Assists with other responsibilities as assigned by the Principal.

**Terms of Employment:**

Twelve months per year. Salary and benefits are determined by Magnolia Foundation Human Resource Department.

**Evaluation:**



The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly goals are met. The School Principal, with input from Assistant Principal will perform the evaluation.

**Note:** The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all the work requirements that may be inherent in the job, either present or in the future.

**Training and experience required to perform essential functions:**

- Graduation from an accredited four-year college or university with a degree in Special Education
- Minimum two years of experience as Special Education Coordinator in a K-12 school in California

**Physical Demands**

The usual and customary methods of performing the job's functions require the following physical demands; some lifting carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing.



## School Business Manager Job Description

**Reports To:** Chief Financial Officer

**Supervises:** Business Office Staff

### **A. Job Goals:**

1. To direct and coordinate the financial, accounting, and fiscal activities of the school
2. To obtain optimum efficiency and economy of operations, and maximize the fiscal soundness and integrity of the consolidated education and municipal accounting offices
3. To provide financial leadership in the day-to-day operations
4. To establish a collaborative management approach.

### **B. Essential Duties and Responsibilities:**

These duties are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

1. Supervises the management of all financial affairs including, bonds, borrowing, investments, contracts, insurance and risk management programs.
2. Oversees the day-to-day financial operations including accounts payable, payroll and accounting procedures.
3. Approves all purchase orders authorizing the expenditure of funds.
4. Prepares the annual budgets and analyzes expenditures.
5. Works closely and cooperatively with independent auditors to assure compliance with state and national standard accounting procedures including conformance with GOFA.
6. Recommends policies and procedures to comply with and implement the independent auditor's recommendations, and all applicable laws and regulations.
7. Monitors the financial condition of the Town, prepares financial analyses and develops long range financial plans.
8. Conducts the annual inventory of school
9. Prepares financial reports required by the authorities such as district, county or state.
10. Works with administrators regarding the proper implementation of system policies in record keeping, budget development and expenditure of funds.
11. Directs the preparation of State and Federal reports, tax reports and the necessary reporting for State and Federal grants.
12. Serves as advisor to School Administrator on all issue relating to the business and financial affairs of the School

### **C. Additional Duties and Responsibilities:**

1. Perform general management duties as assigned by the School Administrator including representing the School on various boards and committees as necessary and directed.



#### **D. Terms of Employment:**

Twelve months per year. Salary and benefits are determined by Magnolia Foundation Human Resource Department.

#### **E. Evaluation:**

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly goals are met. The Chief Financial Officer, with input from the School Administrator will perform the evaluation.

**Note:** The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all the work requirements that may be inherent in the job, either present or in the future.

#### **Training and experience required to perform essential functions:**

Graduation from an accredited four-year college or university with a degree in accounting, finance, business administration.

Minimum physical and mental abilities required to perform essential functions.

##### **1. Physical Requirements:**

- a. Must be physically able to operate a variety of automated office machines and equipment, including, but not limited to computer, typewriter, facsimile machine, copier, and telephone.
- b. Must be able to move or carry job-related objects or materials.
- c. Must be physically capable of reaching to obtain various books, printouts, file boxes, computer paper, etc.
- d. Physical demand requirements are at levels of those for sedentary or office environment work.

##### **2. Numerical Aptitude:**

- a. Requires the ability to utilize mathematical formulas; add and subtract; multiply and divide totals; determine percentages; compute discount, interest, profit and loss, ratio and proportion; and interpret same as may be appropriate.

##### **3. Language Ability:**

- a. Requires the ability to read a variety of professional, technical and administrative documentation, directions, regulations, instructions, methods and procedures.
- b. Requires the ability to produce reports with proper format, punctuation, spelling and grammar, using all parts of speech.

##### **4. Interpersonal Communication:**

- a. Requires the ability to communicate with people to convey or exchange professional information.



5. Environmental Adaptability:

- a. Requires the ability to interact with people (i.e., staff, general public and elected officials) beyond giving and/or receiving instructions.
- b. Work is normally performed in an office environment. Headaches, eye strain, carpal tunnel syndrome, and related occupational hazards associated with computer work reflect most common potential for injury.

6. Computer proficiency:

- a. Requires high level working knowledge of leading financial software packages.
- b. Must be highly proficient in automated accounting systems, spreadsheets and financial analyses.



## Academic Coordinator Job Description

**Reports To:** School Principal

**Supervises:** Teachers

### **Primary Purpose:**

Academic Coordinator will assist the principal in coordinating school instructional programs and district curriculum.

### **Major Responsibilities and Duties:**

1. Works cooperatively in the collection, disaggregating, and analysis of student data
2. Serves as an instructional leader for grade level or content teams
3. Models Effective Teaching Practices
4. Collaborates in the development of innovative lessons and learning practices
5. Coordinates/provides grade level/school wide staff development in literacy, test strategies, writing, holistic scoring, problem solving.
6. Coordinates district wide and campus instructional initiatives
7. Keeps accurate documentation
8. Serve as a resource to the School Advisory Committee
9. Identifies at risk students and develops intervention programs/activities for her/his grade levels
10. Coordinates academic profiling for all students
12. Assists in district benchmarking exams

### **Working Conditions:**

#### **Mental Demands/Physical Demands/Environmental Factors:**

Ability to communicate (verbal and written); ability to instruct; maintain emotional control under stress. Some lifting and stooping while performing job related functions. Some bending, lifting and stooping while performing job related functions.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required

### **Terms of Employment:**

Twelve months per year. Salary and benefits are determined by Magnolia Foundation Human Resource Department.

### **Evaluation:**

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly goals are met. The School Principal, with input from the Assistant Principal will perform the evaluation.



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**Note:** The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all the work requirements that may be inherent in the job, either present or in the future.

**Qualifications:**

**Education/Certification:**

As set by certification authorities  
Masters Degree Preferred  
Models Effective Teacher Practices  
Exceptional Interpersonal Skills

**Experience**

Three years of meeting state recognized or above classroom performance or highly effective teaching performance as shown by continuous student growth and supported by data

# NURI MELYAYEV

**Address:** 8400 Chimineas Ave, Northridge, CA 91325

**Cell phone:** 818-564-5385

**E-mail:** [nurymele@yahoo.com](mailto:nurymele@yahoo.com)

## SUMMARY

- Bachelor Of Management, **International Turkmen-Turkish University.**
- Proficient with **Microsoft Office.**
- Accounting and Finance internship programme( 2 years) with **Turkmenistan Trade and Consumer Ministry – Ashgabat Public catering state agency** , Turkmenistan.
- **Worked at IPC Motors company** as a **sales specialist.**

## EDUCATION BACKGROUND

### **International Turkmen-Turkish University, Turkmenistan.**

Bachelor of Managemet.

**CGPA 87** on a 100 scale, (2002-2006).

### **TATA Information Technology, New-Delhi,India.**

Certificate of Computer Course (2005)

### **Turgut Ozal High School, Ashgabat, Turkmenistan**

Graduated with honours. CGPA **4.7** on a 5 scale (1997-2002)

### **Key courses** taken included :

- |                                  |                                    |
|----------------------------------|------------------------------------|
| ▪ Management & Organisation      | ▪ Business Finance                 |
| ▪ Productivity Management        | ▪ Total Quality Management         |
| ▪ Finance Management             | ▪ Management of Human Resource     |
| ▪ Accounting                     | ▪ Analysis of Financial Statements |
| ▪ International Marketing        | ▪ Economics (Macro & Micro)        |
| ▪ Statistics                     | ▪ Commercial, Taxation, Labor Law  |
| ▪ Analysis of Investmen Projects | ▪ Auditing                         |

## EXTRA CURRICULAR ACTIVITIES AND ACHIEVEMENTS

- **Member , Club of Young Economists**, International Turkmen-Turkish University, Ashgabat (2002-2006).
- **Member , Table-Tennis club**, Turgut Ozal High School (1999-2002).
- **Second award** in Drawing among High schools, Ashgabat, Turkmenistan (2001)
- **ScienceFair 2000** participant representing Maths department of Turgut-Ozal high school, Ashgabat, Turkmenistan

## STRENGTHS

**Dynamic, responsible, adoptable, mobile and open-minded** person. Always **ambitious to learn new things** and explore fields of interest. An **outgoing and adventure** person, **patient and friendly**. Possess **good communication skills, highly participated and co-operative team-player, goal-oriented and self-motivated**.

## REFEREES

**1. Jumanazar Rahmankulov, Ph.D.**

Lecturer from Management & Organisation and Finance Management.  
Department of Management,  
International Turkmen-Turkish University,  
Gorogly 84, Ashgabat, Turkmenistan  
Tel: 34 84 06

**2. Jemile Nurmyradova**

Head Economist,  
Turkmenistan Trade and Consumer Ministry, Ashgabat Public Catering State  
Agency.  
Gayip Nepesov street, h. 8 "A", Ashgabat, TURKMENISTAN  
Tel: 34 42 91

**AYSE GULSUN KARABAY**  
7308 Canby Ave. #4  
Reseda, CA 91335  
(818) 270-6327  
E-mail:agguney@yahoo.com

**OBJECTIVE:** Seeking a teaching position in Special Education.

**PROFILE:**

- Six years of teaching experience.
- Highly motivated teacher who enjoys helping children reach their potential.
- Hardworking, friendly and respectful.

**EXPERIENCE:**

- 2004- present            **Resource Specialist Teacher**  
Sherman Oaks Center for Enriched Studies, Northridge, CA  
High Tech High LA, Northridge, CA
- Teach grades 4 to 12.
- 2003-2004            **ESL teacher (volunteer)**, Magnolia Science Academy, Northridge, CA
- Taught grades 7 to 10.
- 2001-2003            **English Teacher**, College of Sakarya University Foundation, Sakarya, Turkey
- Taught grades 6, 7 and 9.
- Jan-May 2001            **Student Teacher**, Middle East Technical University, Ankara, Turkey
- Taught grade 4.
- 2000-2001            **English Tutor**, Ankara, Turkey

**EDUCATION:**

**Education Specialist: Mild/ Moderate Disabilities University Internship Credential**, California State University, Northridge  
May 2008. GPA: 3.89 / 4.00

**Clear Crosscultural, Language and Academic Development Certificate**, California State University, Northridge  
February 2008

**Bachelor of Arts in English- Teaching**, Middle East University, Ankara, Turkey  
June 2001. GPA: 3.04 / 4.00

**LANGUAGES:**

Turkish (fluent), German (conversational)

**COMPUTER SKILLS:**

Word, Excel, PowerPoint, also using Windows 2000.

# TAHA SAGLAM

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**Objective** To obtain a Dean position in a middle school.

**Work experience** 2009- Magnolia Science Academy

**Academic Coordinator**

2006 - 2009 Bay Area Technology School

**Science Teacher**

- Taught Science, Physics 6 through 8 graders.
- Homeroom teacher of 8 grade class.
- Visited all students home in my homeroom.
- Established school's Science club.
- Did some extra activities to improve unsuccessful students' Science Skills.
- Arranged math and science fair as a manager.
- Did some hands-on activities.

**Character Education Teacher**

- Counselor of high school students.
- After school club activities about moral values.
- Established school's chess club
- Arranged some trips with students and their parents.

2002 - 2006 Anafen Schools

**Science Teacher**

- Worked as a Dean for 3 years.
- Taught Science, Physics 6 through 8 graders.
- Homeroom teacher of 8 grade class.
- Counselor of high school students.
- Visited all students home in my homeroom.
- Established school's Science club.
- Established school's after-school program system.
- Did some extra activities to improve unsuccessful students' Science Skills.
- Arranged some trips with students and their parents.
- Arranged math and science fair as a manager.



## KELLY M. HOURIGAN

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(661) 255-0917

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### Education

**California State University, Northridge**  
M.S. in Counseling, Specialization in College Counseling/Student Services, May 2003  
Post baccalaureate studies in Education  
Bachelor of Arts in Sociology, December 1999

### Skills & Qualifications

- ◆ Competent in computer software programs including WordPerfect, MS Word and use of Microsoft Windows environment
- ◆ Certified in Community CPR, First Aid, and Professional Assault Response Training (PART)

### Experience

- July 2003 – Present **Magnolia Science Academy, Reseda, CA**  
*Dean of Students / Special Education Coordinator*
- ◆ Oversee daily student/school activities
  - ◆ Advise parents and students with the college applications
  - ◆ Lead IEP meetings - including paperwork
- July 2002 – July 2003 **College of the Canyons, Santa Clarita, CA**  
**Financial Aid Office**  
*Graduate Intern*
- ◆ Assist students with financial aid paperwork
  - ◆ Advise students through their financial aid process
- Aug. 2001 – July 2003 **California State University, Northridge, Northridge, CA**  
**Students with Disabilities Resource Center**  
*Educational Support Specialist Coordinator (07/02-07/03)*  
*Educational Support Specialist (08/01-07/02)*
- ◆ Coach, counsel and motivate students to develop academic and personal skills to help them succeed in their academic career
  - ◆ Monitor and create staffs work schedules
  - ◆ Complete monthly and annual statistics about the program
- June 1999 – July 2002 **New Directions Junior and Senior High School, North Hills, CA**  
*Academic Administrator / Special Education Teacher*
- ◆ Created and taught lesson plans for severely emotionally disturbed adolescents in a non-public school setting
  - ◆ Developed and implemented training sessions for students and staff

### Activities

- ◆ Psi Chi Honor Society
- ◆ Board member for CSUN CC/SS Graduate Program

- ◆ Intramural Sports
- ◆ Published thesis on Student athletes adaptation

References available upon request

# Matt SAHIN

[mustafashin@hotmail.com](mailto:mustafashin@hotmail.com)

1 760-587 6031

## *Personal Informations*

**Date of Birth and Place** : January 10, 1977 – Adiyaman, Turkey  
**Gender** : Male

## *Educational Background*

2009- Cal State University, Northridge, Master, Special Education (Trasfered from Fullerton)

2006 –2007 Cal State University, Fullerton – Institute of Education  
Master, Special Education and Teaching General (Incomplete)

1996 – 2001 Naryn State University Faculty of English Language and Literature  
Qualification of Teacher of English Language and Literature

## *Professional Experience*

**2007- Present Magnolia Science Academy 2, Los Angeles, California**  
Dean of Students and Academic

**2006-2007, Magnolia Science Academy 1, Los Angeles, California**  
ESL and Resource Teacher

**2004 – 2005 SECOM Langue and Computer Center, Bishkek, Kyrgyzstan**  
ESL Teacher

**2003 – 2004 Jalalabad Kyrgyz-Turkish High School, Jalalabad, Kyrgyzstan**  
ESL Teacher

**2001 – 2003 Jalalabad Kyrgyz-Turkish High School, Jalalabad, Kyrgyzstan**  
ESL Teacher and Director of Dormitory

## *Trainings*

<b>2006</b>	Language System TOEFL Course (4 months)	Fullerton, CA, USA
<b>2004</b>	Russian Language (250 hours)	Bishkek, Kyrgyzstan
<b>2004</b>	Computer Systems (4 months)	Bishkek, Kyrgyzstan

## *Exams*

<b>TOEFL</b>	Paper based 557	2005 Bishkek, Kyrgyzstan
<b>CBEST</b>	Passed	

## *Foreign Languages*

Turkish (Native)  
English (Fluent)  
Russian (Fluent)  
Kyrgyz (Perfect)

# **ATTACHMENT 10.f.1**



## School Teacher Job Description

**Reports To:** Assistant Principal & Principal

### **Major Responsibilities and Duties**

- Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
- Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- Assists in assessing changing curricular needs and offers plans for improvement.
- Maintains effective and efficient record keeping procedures.
- Provides a positive environment in which students are encouraged to be actively engaged in the learning process.
- Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
- Collaborates with peers to enhance the instructional environment.
- Models professional and ethical standards when dealing with students, parents, peers, and community.
- Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.
- Assumes responsibility for meeting his/her course and school-wide student performance goals.
- Demonstrates gains in student performance.
- Meets professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating.
- Performs other duties and responsibilities as assigned by the principal.
- All work responsibilities are subject to having performance goals and/or targets established as part of the annual performance planning process or as the result of organizational planning.

### **Additional Responsibilities & Duties**

- Lunch duty supervision on a scheduled day throughout the school year.
- Arrive on time and stay for the duration of the period.
- Observe all students well being and safety.
- Observe common grounds to assure cleanliness.
- After school supervision during the last period for one day a week.
- Substitute for other fellow teacher as requested by administration when needed.

### **Terms of Employment:**

Twelve months per year. Salary and benefits are determined by Magnolia Foundation Human Resource Department.



### **Evaluation:**

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly goals are met. The School Principal, with input from the Assistant Principal will perform the evaluation.

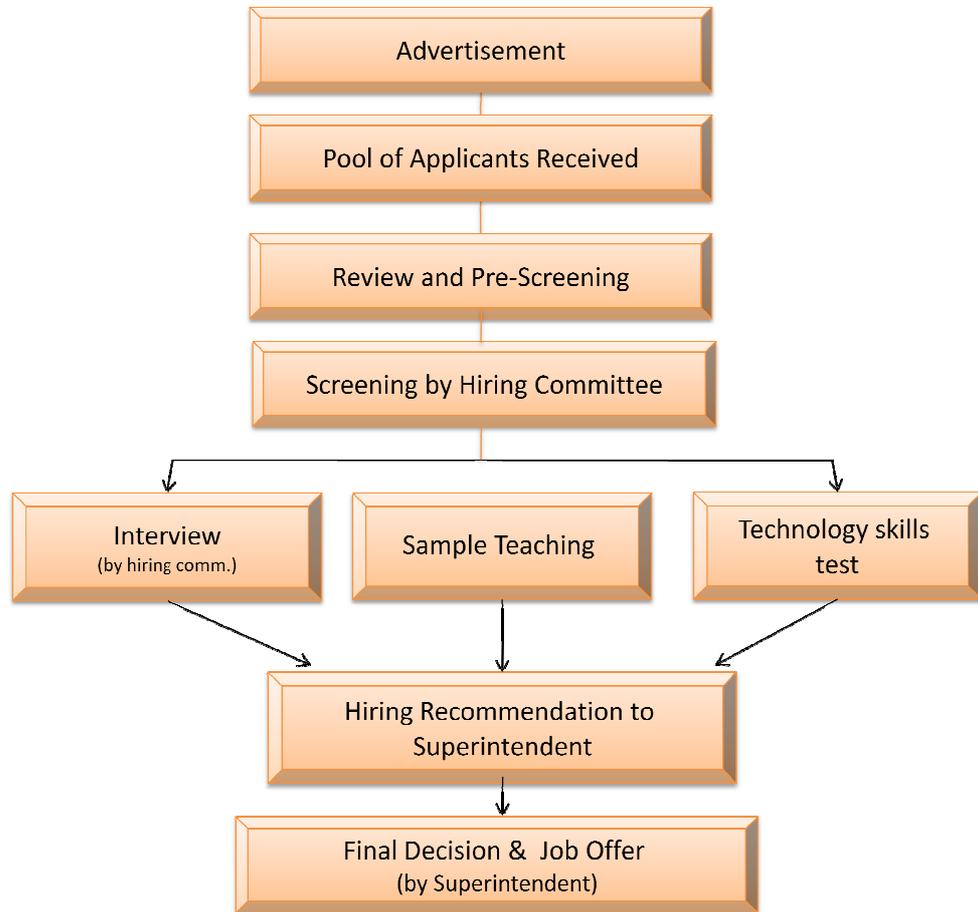
**Note:** The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all the work requirements that may be inherent in the job, either present or in the future.

### **Requirement Skills and Qualifications :**

- B.S. degree in Education or Engineering
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

# **ATTACHMENT 10.f.2**

# Hiring Procedure



# **ATTACHMENT 11.d**

**MSE Planned Startup Timeline**

<b>TASK</b>	Mar- 2010	Apr- 2010	May- 2010	Jun- 2010	Jul- 2010	Aug- 2010
<b>Secure and Set-up Facility</b>						
<b>Proposal Approval</b>						
<b>School Principal Hired</b>						
<b>Staff Recruitment</b>						
Advertising for Teachers and Administrators						
Interviews						
Faculty selection						
Faculty hired						
Office Manager hired						
<b>Year 1 Annual Planning and Professional Training</b>						
Staff orientation: School Vision and Mission						
Staff Planning/Team Building						
Staff / Board Startup Retreat						
Initial Professional Training						
2009-2010 Master schedule						
Lesson plans for the first 2 months						
Assessment plan and materials						
<b>Recruit and Enroll Students</b>						
Build a Student Recruitment Team						
Develop Materials (flyer, application etc.)						

# **ATTACHMENT 12.B**

Magnolia Science Elementary

<b>Magnolia Science Elementary</b>	<b>2010-11 Planing</b>	<b>2011-12 Operation</b>	<b>2012-13 Operation</b>	<b>2013-14 Operation</b>	<b>2014-15 Operation</b>
<b>REVENUE &amp; RESOURCES DETAIL</b>					
Projected Enrollment K-3	0	125	250	375	500
Projected Enrollment 4-5	250	250	250	250	250
Projected Enrollment 7-8	0	0	0	0	0
Projected Enrollment 9-12	0	0	0	0	0
<b>Total Enrollment</b>	<b>250</b>	<b>375</b>	<b>500</b>	<b>625</b>	<b>750</b>
Estimated Average Daily Attendance (ADA)	243	364	485	606	728
<b>SUMMARY</b>					
<b>REVENUE</b>					
STATE REVENUE	\$ 1,274,337.50	\$1,902,170.00	\$ 2,530,002.50	\$ 3,157,835.00	\$ 3,785,667.50
FEDERAL REVENUE	\$ 299,972.50	\$ 612,426.25	\$ 910,208.75	\$ 1,222,662.50	\$ 1,520,445.00
OTHER REVENUE	\$ 205,000.00	\$ 156,000.00	\$ 115,000.00	\$ 15,000.00	\$ 15,000.00
<b>TOTAL REVENUE</b>	<b>\$ 1,779,310.00</b>	<b>\$2,670,596.25</b>	<b>\$ 3,555,211.25</b>	<b>\$ 4,395,497.50</b>	<b>\$ 5,321,112.50</b>
<b>EXPENDITURES</b>					
1000 - Total Certificated Salary	\$ 560,000.00	\$ 955,036.60	\$ 1,396,235.85	\$ 1,887,758.97	\$ 2,325,160.69
2000 - Total Classified (Non Certified) Salary	\$ 72,000.00	\$ 126,000.00	\$ 138,000.00	\$ 163,000.00	\$ 192,000.00
3000 - Total Employee Benefits	\$ 130,960.88	\$ 242,431.49	\$ 344,785.61	\$ 463,390.53	\$ 592,049.12
4000 - Total Books and Supplies	\$ 277,581.88	\$ 267,581.25	\$ 353,175.00	\$ 464,693.75	\$ 685,862.50
5000 - Total Services & Other	\$ 482,818.18	\$ 642,262.25	\$ 786,906.74	\$ 946,078.32	\$ 1,130,088.41
6000 - Total Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
7000 - Other Outgo	\$ 2,200.00	\$ 2,400.00	\$ 152,700.00	\$ 2,900.00	\$ 3,200.00
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,525,560.93</b>	<b>\$2,235,711.59</b>	<b>\$ 3,171,803.20</b>	<b>\$ 3,927,821.57</b>	<b>\$ 4,928,360.71</b>

Magnolia Science Elementary

<b>Magnolia Science Elementary</b>	<b>2010-11 Planing</b>	<b>2011-12 Operation</b>	<b>2012-13 Operation</b>	<b>2013-14 Operation</b>	<b>2014-15 Operation</b>
<b>STATE REVENUE</b>					
General Block Grant	\$ 1,177,337.50	\$1,756,670.00	\$ 2,336,002.50	\$ 2,915,335.00	\$ 3,494,667.50
Categorical Block Grant	\$ 97,000.00	\$ 145,500.00	\$ 194,000.00	\$ 242,500.00	\$ 291,000.00
<b>Sub-total General Purpose &amp; Cat Block Grant Revenue</b>	<b>\$ 1,274,337.50</b>	<b>\$1,902,170.00</b>	<b>\$ 2,530,002.50</b>	<b>\$ 3,157,835.00</b>	<b>\$ 3,785,667.50</b>
<i>Percent of Revenue / Resources</i>	<i>72%</i>	<i>71%</i>	<i>71%</i>	<i>72%</i>	<i>71%</i>
<i>Avg. Gen. Purpose and Categorical Block Grant per ADA</i>	<i>\$ 5,255.00</i>	<i>\$ 5,229.33</i>	<i>\$ 5,216.50</i>	<i>\$ 5,208.80</i>	<i>\$ 5,203.67</i>
<b>FEDERAL REVENUE</b>					
Class Size Reduction (K-3)	\$ -	\$ 133,125.00	\$ 266,250.00	\$ 399,375.00	\$ 532,500.00
NCLB-Title I, II, V	\$ 55,484.00	\$ 83,226.00	\$ 110,968.00	\$ 138,710.00	\$ 166,452.00
Economic Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Time & Staff Development	\$ -	\$ -	\$ -	\$ -	\$ -
National School Lunch Program	\$ 92,538.00	\$ 138,807.00	\$ 185,076.00	\$ 231,345.00	\$ 277,614.00
Lunch Fees	\$ 22,698.00	\$ 34,047.00	\$ 45,396.00	\$ 56,745.00	\$ 68,094.00
Lottery	\$ -	\$ 29,342.50	\$ 44,013.75	\$ 73,356.25	\$ 88,027.50
Supplemental Hourly Program	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education	\$ 129,252.50	\$ 193,878.75	\$ 258,505.00	\$ 323,131.25	\$ 387,757.50
<b>Sub-total Federal Revenue</b>	<b>\$ 299,972.50</b>	<b>\$ 612,426.25</b>	<b>\$ 910,208.75</b>	<b>\$ 1,222,662.50</b>	<b>\$ 1,520,445.00</b>
<i>Percent of Revenue/Resources</i>	<i>17%</i>	<i>23%</i>	<i>26%</i>	<i>28%</i>	<i>29%</i>
<b>OTHER REVENUE</b>					
PCSGP Startup Grant	\$ 200,000.00	\$ 150,000.00	\$ 100,000.00	\$ -	\$ -
State Charter Schools Facilities Incentive Grant	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grant Funding (WALTON FAMILY, etc.)	\$ 5,000.00	\$ 6,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
High Priority School Grant-HPSG	\$ -	\$ -	\$ -	\$ -	\$ -
After School Education And Safety Grant-ASES	\$ -	\$ -	\$ -	\$ -	\$ -
Nell Soto-Parent visit Grant	\$ -	\$ -	\$ -	\$ -	\$ -
Philanthropy	\$ -	\$ -	\$ -	\$ -	\$ -
Property tax exempt Return	\$ -	\$ -	\$ -	\$ -	\$ -
Start-Up Capital (from previous year)	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-total other Revenue</b>	<b>\$ 205,000.00</b>	<b>\$ 156,000.00</b>	<b>\$ 115,000.00</b>	<b>\$ 15,000.00</b>	<b>\$ 15,000.00</b>
<i>Percent of Revenue/Resources</i>	<i>12%</i>	<i>6%</i>	<i>3%</i>	<i>0%</i>	<i>0%</i>
<b>TOTAL REVENUE &amp; RESOURCES</b>	<b>\$ 1,779,310.00</b>	<b>\$2,670,596.25</b>	<b>\$ 3,555,211.25</b>	<b>\$ 4,395,497.50</b>	<b>\$ 5,321,112.50</b>

Magnolia Science Elementary	2010-11 Planing	2011-12 Operation	2012-13 Operation	2013-14 Operation	2014-15 Operation
<b>EXPENDITURES</b>					
<b>1000 - Certificated Salary</b>					
Total Certificated FTE's	\$ 560,000.00	\$ 821,138.60	\$ 1,258,320.85	\$ 1,745,706.46	\$ 2,178,847.54
1100 - Teachers' Salaries	\$ 430,000.00	\$ 821,138.60	\$ 1,258,318.85	\$ 1,745,704.46	\$ 2,178,844.54
1200 -Certified Pupil Support Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
1300 - School Supervisors' and Administratorss Salaries	\$ 130,000.00	\$ 133,900.00	\$ 137,917.00	\$ 142,054.51	\$ 146,316.15
1900 Other Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
<b>1000 - Total Certificated Salary</b>	<b>\$ 560,000.00</b>	<b>\$ 955,036.60</b>	<b>\$ 1,396,235.85</b>	<b>\$ 1,887,758.97</b>	<b>\$ 2,325,160.69</b>
Percent of Revenue/Resources	31%	36%	39%	43%	44%
<b>2000 - Classified (Non Certified) Salary</b>					
Total Classified (Non Certified) FTE	\$ -	\$ -	\$ -	\$ -	\$ -
2100 - Non Certified Instructional Aides's Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
2200 - Non Certified Support Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
2300 - Non Certified Supervisors' Administrator's Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
2400 - Clerical and Office Salaries	\$ 57,000.00	\$ 88,000.00	\$ 100,000.00	\$ 106,000.00	\$ 116,000.00
2500 - Other Non Certified Salaries	\$ 15,000.00	\$ 38,000.00	\$ 38,000.00	\$ 57,000.00	\$ 76,000.00
<b>2000 - Total Classified (Non Certified) Salary</b>	<b>\$ 72,000.00</b>	<b>\$ 126,000.00</b>	<b>\$ 138,000.00</b>	<b>\$ 163,000.00</b>	<b>\$ 192,000.00</b>
Percent of Revenue/Resources	4%	5%	4%	4%	4%
<b>3000 - Employee Benefits</b>					
3100 - State Teacher Retirement System-STRS	\$ 46,200.00	\$ 78,790.52	\$ 115,189.46	\$ 155,740.11	\$ 191,825.76
3200 - Public Employee Retirement System-PERS	\$ 6,990.48	\$ 12,233.34	\$ 13,398.42	\$ 15,825.67	\$ 18,641.28
3300 - OASDI / Medicare / Alternative	\$ 13,628.00	\$ 23,487.03	\$ 30,802.42	\$ 39,842.01	\$ 48,402.83
3400 - Health and Waifare Benefits	\$ 40,000.00	\$ 86,625.00	\$ 126,787.50	\$ 173,643.75	\$ 237,023.72
3500 - Unemployment Insurance	\$ 758.40	\$ 1,297.24	\$ 1,841.08	\$ 2,460.91	\$ 3,020.59
3600 - Worker's Compensation	\$ 23,384.00	\$ 39,998.35	\$ 56,766.73	\$ 75,878.08	\$ 93,134.95
3700 - Retiree Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3900 - Other Benefits / Staff Development	\$ -	\$ -	\$ -	\$ -	\$ -
<b>3000 - Total Employee Benefits</b>	<b>\$ 130,960.88</b>	<b>\$ 242,431.49</b>	<b>\$ 344,785.61</b>	<b>\$ 463,390.53</b>	<b>\$ 592,049.12</b>
Percent of Revenue/Resources	7%	9%	10%	11%	11%
<b>Total Salaries &amp; Benefits (1000,2000, 3000)</b>	<b>\$ 762,960.88</b>	<b>\$1,323,468.09</b>	<b>\$ 1,879,021.46</b>	<b>\$ 2,514,149.50</b>	<b>\$ 3,109,209.81</b>
<b>4000 - Books and Supplies</b>					
4100 - Approved Textbooks & Curricula Materials	\$ 66,500.00	\$ 21,875.00	\$ 21,875.00	\$ 21,875.00	\$ 56,250.00
4200 - Books and Other Reference Materials	\$ 6,250.00	\$ 6,250.00	\$ 9,375.00	\$ 12,500.00	\$ 25,000.00
4300 - Materials & Supplies	\$ 46,800.00	\$ 55,600.00	\$ 78,450.00	\$ 100,425.00	\$ 146,500.00
4400 - Noncapitalized Equipment	\$ 56,000.00	\$ 3,800.00	\$ 3,400.00	\$ 29,800.00	\$ 98,000.00
4700 - Food	\$ 102,031.88	\$ 180,056.25	\$ 240,075.00	\$ 300,093.75	\$ 360,112.50
<b>4000 - Total Books and Supplies</b>	<b>\$ 277,581.88</b>	<b>\$ 267,581.25</b>	<b>\$ 353,175.00</b>	<b>\$ 464,693.75</b>	<b>\$ 685,862.50</b>
Percent of Revenue/Resources	16%	10%	10%	11%	13%
<b>5000 - Services &amp; Other Operating Expenses</b>					
5200 - Travel & Conferences	\$ 3,600.00	\$ 8,800.00	\$ 12,000.00	\$ 14,400.00	\$ 18,000.00
5300 - Dues & Memberships	\$ 5,400.00	\$ 7,200.00	\$ 9,600.00	\$ 12,000.00	\$ 18,000.00
5400 - Insurance (Umbrella liability)	\$ 32,500.00	\$ 48,750.00	\$ 45,000.00	\$ 50,000.00	\$ 56,250.00
5500 - Operations & Housekeeping	\$ 26,650.00	\$ 40,050.00	\$ 58,100.00	\$ 85,800.00	\$ 134,400.00
5600 - Rentals, Leases, Repairs & NonCap Improvements	\$ 165,600.00	\$ 166,800.00	\$ 167,400.00	\$ 168,000.00	\$ 168,000.00
5800 - Professional/Consulting Serv and Operating Expenses	\$ 223,355.08	\$ 336,996.29	\$ 448,934.63	\$ 560,403.34	\$ 669,507.28
5792 - District Fees and Services	\$ 17,793.10	\$ 25,145.96	\$ 35,552.11	\$ 43,954.98	\$ 53,211.13
5900-Communications	\$ 7,920.00	\$ 8,520.00	\$ 10,320.00	\$ 11,520.00	\$ 12,720.00
<b>5000 - Total Services &amp; Other</b>	<b>\$ 482,818.18</b>	<b>\$ 642,262.25</b>	<b>\$ 786,906.74</b>	<b>\$ 946,078.32</b>	<b>\$ 1,130,088.41</b>
Percent of Revenue/Resources	27%	24%	22%	22%	21%
<b>6000 - Capital Outlay</b>					
6100 - Site & Improvements of Sites	\$ -	\$ -	\$ -	\$ -	\$ -
6200 - Building & Improvements of Buildings	\$ -	\$ -	\$ -	\$ -	\$ -
6300 - Books/Media expansion for Libraries	\$ -	\$ -	\$ -	\$ -	\$ -
6400 Equipment (Furniture, etc..)	\$ -	\$ -	\$ -	\$ -	\$ -
6500 - Equipment Replacemnet	\$ -	\$ -	\$ -	\$ -	\$ -
<b>6000 - Total Capital Outlay</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Percent of Revenue/Resources	0%	0%	0%	0%	0%
<b>7000 - Other Outgo</b>					
7110 - Tuition to Other Schools	\$ -	\$ -	\$ -	\$ -	\$ -
7211 - Transfers of Pass-through Revenues to Other LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
7221 - Special Ed Selpa Trsf	\$ -	\$ -	\$ -	\$ -	\$ -
7280 - All Other Transfers/ Outgo	\$ 2,200.00	\$ 2,400.00	\$ 2,700.00	\$ 2,900.00	\$ 3,200.00
7438 - Interest	\$ -	\$ -	\$ -	\$ -	\$ -
7439 - Principal	\$ -	\$ -	\$ -	\$ -	\$ -
7300 - Transfers of Indirect/Direct Support Cost	\$ -	\$ -	\$ -	\$ -	\$ -
7310 - After School Education And Safety Grant-ASES	\$ -	\$ -	\$ 150,000.00	\$ -	\$ -
<b>7000 - Total Other Outgo</b>	<b>\$ 2,200.00</b>	<b>\$ 2,400.00</b>	<b>\$ 152,700.00</b>	<b>\$ 2,900.00</b>	<b>\$ 3,200.00</b>
Percent of Revenue/Resources	0%	0%	4%	0%	0%
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,525,560.93</b>	<b>\$2,235,711.59</b>	<b>\$ 3,171,803.20</b>	<b>\$ 3,927,821.57</b>	<b>\$ 4,928,360.71</b>

Magnolia Science Elementary

<b>Magnolia Science Elementary</b>	<b>2010-11 Planing</b>	<b>2011-12 Operation</b>	<b>2012-13 Operation</b>	<b>2013-14 Operation</b>	<b>2014-15 Operation</b>
<b>SUMMARY</b>					
<b>Total Revenue &amp; Resources</b>	<b>\$ 1,779,310.00</b>	<b>\$2,670,596.25</b>	<b>\$ 3,555,211.25</b>	<b>\$ 4,395,497.50</b>	<b>\$ 5,321,112.50</b>
<b>Total Budgeted Expenditures</b>	<b>\$ 1,525,560.93</b>	<b>\$2,235,711.59</b>	<b>\$ 3,171,803.20</b>	<b>\$ 3,927,821.57</b>	<b>\$ 4,928,360.71</b>
3% Reserve					
<b>Annual Operating Surplus (Deficit)</b>	<b>\$ 253,749.07</b>	<b>\$ 434,884.66</b>	<b>\$ 383,408.05</b>	<b>\$ 467,675.93</b>	<b>\$ 392,751.79</b>
<i>Percent of Expenses</i>	<i>17%</i>	<i>19%</i>	<i>12%</i>	<i>12%</i>	<i>8%</i>