ATTACHMENT 1.a.i

IRS 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

002619

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

Cindy Westcott
Manager, EO Determinations

ATTACHMENT 1.a

MAGNOLIA
EDUCATIONAL & RESEARCH
FOUNDATION

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

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.

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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.

Dr. Suleyman Bahceci, Team Leader

1/11/10

Date

ATTACHMENT 1.a.iv

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

MAGNOLIA SCIENCE ACADEMY

TABLE OF CONTENTS

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.

Hall, Morgan and Associates, LLP

Carson, California
October 13, 2009

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

ASSETS	
CURRENT ASSETS:	
Cash and cash equivalents	$ 219,759
Total current assets	219,759
PROPERTY AND EQUIPMENT:	
Equipment	206,577
Leasehold improvements	363,748
Less: accumulated depreciation	(537,254)
Net property and equipment	33,071
OTHER ASSETS:	
Security deposits	39,035
Total other assets	39,035
Total assets	$ 291,865
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES:	
Accounts payable	$ 19,742
Line of credit (Note 3)	-
Total current liabilities	19,742
NET ASSETS:	
Unrestricted	272,123
Total net assets	272,123
Total liabilities and net assets	$ 291,865

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	9,001
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	10,185
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

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

The accompanying notes are an integral part of these 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.

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:

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

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.

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

Member	Title	Term Expires
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

	Annual ADA	Second Period ADA
Elementary School		
Grades four through six-classroom based	86.59	87.74
Grades seven through eight-classroom based	161.20	161.94
High School		
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

Grade level	Minute requirement	Actual minutes	Number of days	Status
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

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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 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:

	Procedures in Audit Guide	Procedures performed
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

	Procedures in Audit Guide	Procedures performed
Instructional Time:		
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
Instructional Materials:		
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
School Construction Funds:		
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
Class Size Reduction Program (Including Charter School):		
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
Charter Schools:		
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.

Hall, 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

MAGNOLIA SCIENCE ACADEMY

CURRICULUM

Course Descriptions
Alignment with California Content Standards

555 W Redondo Beach Blvd STE 100 Gardena, CA 90248

Key Persons in Shaping Magnolia Foundation's Curriculum

Ertan Salik, Ph.D.
Dr. Salik is an Assistant Professor of Physics at California State Polytechnic University, Pomona and a research fellow at NASA's Jet Propulsion Laboratory (JPL). As well as teaching and conducting physics research Dr. Salik was and is currently involved in many education programs. He was the lead petitioner for Magnolia Science Academy. Other education activities include instructorship for California Institute of Technology (Caltech)'s Young Engineering and Science Scholars (YESS) program and serving as a judge for the NASA Student Involvement Program (NSIP).
His current interests are on Education management and Research-driven interdisciplinary curriculum development. For the curriculum effort he participated in Harvey Mudd College's Interdisciplinary Lab (IDLAB) project. Dr. Salik received Ph. D. in Physics from University of Southern California in 2001.

Pamela L. Gray, Ph.D.
Dr. Gray is a curriculum designer with a doctorate in American History from the University of Southern California. Her undergraduate degree included Speech/Communication, with an emphasis in argumentation and debate. Dr. Gray taught at the high school level in southern California for over fifteen years. She left an assistant professor position at a branch campus of Indiana University, where she had taught graduate-level educational research method classes and pre-service education methodology and directed the service-learning program, to work as a curriculum consultant. Dr. Gray is trained as a reading and writing specialist, and an Intel Teach to the Future instructor. She was one of the first Beginning Teacher Support and Assessment (BTSA) advisors working in Orange County, California, worked as a mentor teacher, and has supervised over a dozen student teachers from both private and public colleges and universities. She scored the Golden State and Advanced Placement exams and helped design and score district competency exams in the Tustin Unified and Fullerton Union Districts. Dr. Gray directed a self-study accreditation for the Western Association of Schools and Colleges (WASC), served on evaluation committees for the National Council for Accreditation of Teacher Education (NCATE), and has been hired to evaluate text and curriculum for publishers including Prentice-Hall, John Wiley & Sons and the National Geographic Society. She has worked with the National Council of English Teachers, Masterpiece Theater/PBS, ITT Tech, Pearson, Prentice-Hall, and Globe Publishers. She has written over 100 essays and articles for Oxford University Press and Harvard University Press, ABC-CLIO, Greenwood Press, and Macmillan Publishing and has also written two popular books on local history for Arcadia Publishing (Tempus Imprint/UK). Gray's students have garnered awards in both team debate and individual events at the district, state and national levels. She has taught International Baccalaureate and Advanced Placement courses in Language Arts and Social Sciences, with students making top scores in both the written and oral exams.

James D. Williams, Ph.D.

Dr. Williams received his bachelor's degree in English from San Jose State University, where he also earned a secondary teaching credential. He taught high school for two years while working on his master's degree in English as well as a community college teaching credential at San Jose State.
After teaching in the community college for four years, he returned to graduate school at the University of Southern California, where he earned a Ph.D. in rhetoric and linguistics. He has been a professor at UCLA, USC, the University of North Carolina at Chapel Hill, and Cal Poly Pomona, where he also served as director of the Faculty Center for Professional Development. Dr. Williams has been involved in teacher education most of his career and has published numerous articles and books for prospective teachers, such as Literacy and Bilingualism, Preparing to Teach Writing, and The Teacher's Grammar Book. In addition, he has served as consultant to various colleges and school districts, including St. Augustine College, Shaw University, Chapel Hill Unified School District, and LA County.

Ali Gurel, Ph.D.
Ali Gurel received his PhD from California Institute of Technology (Caltech) Math Department. He was chosen as the graduate student of the year while attending the University of California, Santa Barbara for his masters in Mathematics and won a silver medal at the International Mathematics Olympiads (IMO) in 96 as a high school student at Yamanlar High School in Turkey. He has been training math Olympiad students for more than 10 years. He trained Zarathustra Brady, a gold medalist of the 2006 International Mathematics Olympiads (IMO) on advanced math subjects. Currently, he serves as the math coach of Accord Institute's AMSP© team and one of the coaches of the Math Olympiad Program (MOP) through which the US team for the International Math Olympiads (IMO) is chosen and trained.

Fatih Gelgi, Ph.D.
Fatih Gelgi received his PhD in Computer Science in 2007 from the Arizona State University. He has many achievements in chess competitions, puzzle games, computer project competitions and computer Olympiads. Dr. Gelgi won bronze medal in the International Olympiads in Informatics in 1999 (IOI'99). He has been training computer Olympiad students for more than 9 years. He trained Turkish National Computer Team from 1999 to 2003. Currently, Dr. Gelgi serves as the computer coach of Accord Institute's AMSP© team and one of the coaches of USA Computing Olympiad (USACO) through which the US team for the International Olympiad in Informatics (IOI) is chosen and trained.

Osman Sen
Experienced in training students to prepare them for international projects and programming competitions. He trained the computer team at Yamanlar High School in Turkey for four years, and his students received exceptional awards in the nation-wide project competitions as well as the International Olympiads in Informatics (IOI) competition.
Mr. Sen stated that his students' projects brought a new horizon in the nationwide project competitions, for which more than 400 student projects apply every year. His students also received 5 silver and 7 bronze medals in the International Olympiads in Informatics in which roughly 50 countries participated.
Mr. Sen, himself, also received two gold medals when he was studying in high school.

Mr. Sen is a gifted educator and computer science specialist. During his years as a computer teacher at Magnolia Science Academy of Los Angeles, CA, he gathered core class teachers and designed what is known today as Accord's Technology Integrated Education (TIE).
Mr. Sen also implemented Technology Integrated Education (TIE) at Magnolia Science Academy and taught computer classes to middle and high school students for two years after designing the program. The program has proven to be very successful, produced effective results (students showed proficiency in taught subjects) and was enjoyed very much by students and parents.

Course Descriptions

The following instructional guide offers a representative sample of course descriptions and content that will inform the curriculum at the Magnolia Science Academy Charter School.

MIDDLE SCHOOL COURSE DESCRIPTIONS

The students have to complete 150 credits (120 credits must be from core classes) in grades 6–8. Every student is required to successfully complete the following core curriculum by earning 120 credits, which include: three years of English or ELD (30 credits), three years of History/Social Science (30 credits), three years of Mathematics (30 credits) and three years of Science (30 credits). Students will also complete 30 credits of Computers and Technology courses (including integration classes in Math, Science, Social Studies and Language Arts) and 30 credits of Physical Education/Health courses. In the Middle School, students will take the following classes:

Grade	Fall Semester	Spring Semester
6	Math 6A Science 6A English-Language Arts 6A History-Social Science 6A Physical Education 6A Computers and Technology 6A Foreign Language 6A Character Education 6A Art 6A	Math 6B Science 6B English-Language Arts 6B History-Social Science 6B Physical Education 6B Computers and Technology 6B Foreign Language 6B Character Education 6B Art 6B
7	Math 7A Science 7A English-Language Arts 7A History-Social Science 7A Physical Education 7A Computers and Technology 7A Foreign Language 7A Character Education 7A Music 7A	Math 7B Science 7B English-Language Arts 7B History-Social Science 7B Physical Education 7B Computers and Technology 7B Foreign Language 7B Character Education 7B Music 7B
8	Math 8A Science 8A English-Language Arts 8A History-Social Science 8A Physical Education/Health 8A Computers and Technology 8A Foreign Language 8A Character Education 8A Drama 8A	Math 8B Science 8B English-Language Arts 8B History-Social Science 8B Physical Education/Health 8B Computers and Technology 8B Foreign Language 8B Character Education 8B Drama 8B

GRADE 6

Math 6AB

(Annual Course-Grade 6)
Prerequisites: None
Text: Saxon Math Series

Course Description

In this course students master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers, and. apply their knowledge to statistics and probability. Students conceptually understand and work with ratios, proportions and percentages. They use formulas to compute the areas of geometric shapes and solve one-step linear equations. Students provide oral and written explanations of math concepts, and apply mathematics to everyday life. They become aware of a wide array of mathematics-related careers.

Content

Compare and order positive and negative fractions, decimals, and mixed numbers. Solve problems involving fractions, ratios, proportions, and percentages:

A. Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.
B. Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (*a/b, a* to *b, a:b*).
C. Use proportions to solve problems (e.g., determine the value of *N* if 4/7 = *N*/21, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.
D. Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

Calculate and solve problems involving addition, subtraction, multiplication, and division:

A. Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.
B. Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., 5/8 ÷ 15/16 = 5/8 x 16/15 = 2/3).
C. Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.

D. Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

Write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

A. Write and solve one-step linear equations in one variable.
B. Write and evaluate an algebraic expression for a given situation, using up to three variables.
C. Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.
D. Solve problems manually by using the correct order of operations or by using a scientific calculator.

Analyze and use tables, graphs, and rules to solve problems involving rates and proportions:

A. Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).
B. Demonstrate an understanding that *rate* is a measure of one quantity per unit value of another quantity.
C. Solve problems involving rates, average speed, distance, and time.

Investigate geometric patterns and describe them algebraically:

A. Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = 1/2bh$, $C = \pi d$ - the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).
B. Express in symbolic form simple relationships arising from geometry.

Measure plane and solid shapes and use this understanding to solve problems:

A. Understand the concept of a constant such as π; know the formulas for the circumference and area of a circle.
B. Know common estimates of π (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.
C. Know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

Identify and describe the properties of two-dimensional figures:

A. Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.
B. Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.
C. Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).

Compute and analyze statistical measurements for data sets:

A. Compute the range, mean, median, and mode of data sets.
B. Understand how additional data added to data sets may affect these computations of measures of central tendency.
C. Understand how the inclusion or exclusion of outliers affects measures of central tendency.
D. Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.

Use data samples of a population and describe the characteristics and limitations of the samples:

A. Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.
B. Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.
C. Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.
D. Identify data that represent sampling errors and explain why the sample (and the display) might be biased.
E. Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

Determine theoretical and experimental probabilities and use these to make predictions about events:

A. Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.
B. Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).
C. Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, 1-P is the probability of an event not occurring.
D. Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.
E. Understand the difference between independent and dependent events.

Make decisions about how to approach problems:

A. Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
B. Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.
C. Determine when and how to break a problem into simpler parts.

Use strategies, skills, and concepts in finding solutions:

A. Use estimation to verify the reasonableness of calculated results.
B. Apply strategies and results from simpler problems to more complex problems.
C. Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
D. Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
E. Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
F. Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
G. Make precise calculations and check the validity of the results from the context of the problem.

Move beyond a particular problem by generalizing to other situations:

A. Evaluate the reasonableness of the solution in the context of the original situation.
B. Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.

Research and become aware of careers that involve mathematics.

Science 6AB

(Annual Course-Grade 6)
Prerequisites: None
Text: Glencoe Earth Science, 2005

Course Description

The sixth grade science course provides students with an understanding of basic science concepts and skills in scientific inquiry, with an emphasis on earth science. Course topics include plate tectonics, the distribution of fossils, Earth's structure, how weathering affects topography, thermal energy and the transfer of energy. The course also covers ecology and energy and material resources. Students will develop skills in scientific investigation by making hypotheses, selecting tools for investigations, collecting, analyzing and interpreting data, and communicating their results in the form of written reports and oral presentations.

Content

Plate Tectonics and Earth's Structure

A. Evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
B. Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
C. Lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
D. Earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
E. Major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
F. Major features of California geology (including mountains, faults, volcanoes) are a result of plate tectonics.
G. The epicenter of an earthquake and the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface

A. Water running downhill is the dominant process in shaping the landscape, including California's landscape.
B. Rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
C. Beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
D. Earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Science)

A. Energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
B. When fuel is consumed, most of the energy released becomes heat energy.

C. Heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
D. Heat energy is also transferred between objects by radiation (radiation can travel through space).

Energy in the Earth System

A. The sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
B. Solar energy reaches Earth through radiation, mostly in the form of visible light.
C. Heat from Earth's interior reaches the surface primarily through convection.
D. Convection currents distribute heat in the atmosphere and oceans.
E. Differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Science)

A. Energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
B. Matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
C. Populations of organisms can be categorized by the functions they serve in an ecosystem.
D. Different kinds of organisms may play similar ecological roles in similar biomes.
E. The number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

A. The utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
B. Different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
C. The natural origin of the materials used to make common objects.

Investigation and Experimentation

A. Scientific progress is made by asking meaningful questions and conducting careful investigations. Perform scientific investigations by following these steps:

- Develop a hypothesis.
- Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- Communicate the steps and results from an investigation in written reports and oral presentations.
- Recognize whether evidence is consistent with a proposed explanation.

B. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
C. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
D. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

Research and become aware of careers that involve mathematics.

English-Language Arts 6AB

(Annual Course-Grade 6)
Prerequisite: None
Text: Holt, Rinehart and Winston Series, Elements of Literature Introductory Course, Grade 6
Classroom Library: College level dictionary, Spanish/English and English/Spanish dictionary, Thesaurus, The Oxford Picture Dictionary, The Little Oxford Thesaurus

Course Description

This course focuses on reading comprehension, vocabulary development and writing. Students improve their abilities to critically analyze texts, write clear, comprehensible essays, as well as narrative and expository texts. Students also learn how to deliver focused, coherent presentations, and well-organized and persuasive speeches

Curriculum
Reading: Students will read works focusing on:

- Reading aloud narrative, informational and expository materials
- Understanding argumentation and development of persuasive reasoning
- Grade-appropriate historically and culturally significant literary works selected from the *Recommended Literature, Kindergarten Through Grade Twelve*
- Self-directed reading
- Developing a love of reading for relaxing and enjoyment
- Specialized vocabulary (with emphasis on Engineering, Technology, Science and Biography)
- Expanding reading capacity to one million words for the school year

Samples of student work will reflect high standards for:

- Identification and interpretation of figurative language with multiple meanings
- Recognition of origin and meanings of frequently used foreign words in literature and readings
- Use of clues to monitor expository text
- Understanding and explanation of "shades of meaning" of words
- Recognition of paragraph clues
- Projects and assignments reflecting classic and contemporary literature
- Research assignments illustrating use of magazines, newspapers and online information
- Understanding thesis and point of view, as related to literature presenting studies and experiments
- Identification, critique and understanding of characteristics of the forms of fiction
- Multiple-paragraph assignments focusing on understanding character, plot, setting, tone, speaker, language usage, theme and literary devices

Writing and Writing Applications: Students will complete assignments that require:

- Writing grade-appropriate clear, coherent and focused essays of at least 500-700-words that illustrate an understanding of the stages of the writing process
- Use of Standard English
- Creation of essays, reviews and correspondence

- Illustrate an awareness of audience and purpose
- Writing and recognition of a well-written, multiple-paragraph expository compositions
- Creation of written pieces using a variety of written organizational patterns
- Research utilizing a wide variety of electronic text features
- Proper formatting for research (APA and Chicago Style Manuals)
- Revision of written work using portfolio rubrics for various writing genres

Sixth grade writing will include quality, grade appropriate writing samples of:

- Narratives
- Expository
- Research reports and papers
- Responses to literature
- Persuasive compositions
- Electronic text research
- Appropriate formatting
- Revisions of work
- Use of Standard English
- Appropriate use of audience and purpose
- Multi-paragraph pieces
- Proper use of sentence structure, grammar, punctuation, capitalization, spelling

Listening and Speaking: Students will research, write and deliver presentations that illustrate:

- An understanding of appropriate verbal communication
- Appropriate mood, tone and emotion for the subject
- Understanding of multiple-step oral instructions and directions
- Have a focus, point of view, organizational structure, and appropriate vocal modulation
- Emphasis on the main points
- Appropriate pitch, rate and volume for the audience and occasion

Grade 6 Literature Selections:

L'Engle, Madeleine, *A Wrinkle in Time*
Sacher, Louis, *Holes*
Steinbeck, John, *The Red Pony*
Bridges, Ruby, *Through My Eyes*
Oates, Joyce Carol, *Big Mouth and Ugly Girl*
O'Dell, S, Island of the Blue Dolphins
Rawlings, A, The Yearling
Silverstein, Shel, Where the Sidewalk Ends
Lewis, C.S., The Chronicles of Narnia
Armstrong, William H., *Sounder*
Young, Ed, *Lon Po Po: The Red Riding Hood Story from China* and *Red Riding Hood*
James, *We Have Always Lived in the Castle*
DiCamillo, Kate, *Because of Winn Dixie*
Blume, Judy, *Tiger Eyes*
Rawls, Wilson, *Where the Red Fern Grows*
Taylor, Theodore, *The Cay*
Dahl, Roald, *Charlie and the Chocolate Factory*
Lewis, C.S., *The Lion, the Witch and the Wardrobe*
White, E.B. *Charlotte's Web*
Hunt, Irene, *Across Five Aprils*
Uchida, Yoshiko, *A Jar of Dreams*
Paulsen, Gary, *My Life in Dog Years*
Cushman, Karen, *Catherine Called Birdy*
Winter, Jeanette, *Follow the Drinking Gourd*
Doucet, Sharon Arms, *Why Lapin's Ears Are Long and other tales of the Louisiana Bayou*
Coburn, Jewell Reinhart, *Angkat* and *Cinderella*

History-Social Science 6AB

(Annual Course—Grade 6)
Prerequisite: None
Text: McDougal Littell**,** World History: Ancient Civilizations

Course Description

History-Social Science 6AB focuses on the people and events that ushered in the dawn of the major Western and non-Western civilizations. The course emphasizes geography as it relates to and informs human history. It also focuses on the everyday lives, problems, and accomplishments of people, their roles in developing social, economic, and political structures, and in establishing and spreading ideas that transformed the world. Students develop higher-level critical thinking skills by examining the various factors, such as climate, native vegetation, and animals that influenced the rise of civilization in some areas of the world but not in others.

Units:

Quarter One	Quarter Two	Quarter Three	Quarter Four
Archaeological Development Mapping Concepts	Early Civilization of Mesopotamia, Egypt, and Kush Ancient Hebrews Ancient Greece	Early Civilizations of India Early Civilization of China	Rome Links to Current Events

Curriculum:

Humankind from the Paleolithic era to the agricultural revolution
This unit will study:

- Hunter-gatherer societies and the tools that they used
- Growth of human communities and their adaptation
- Influence of climate changes
- Human modifications of the physical environment
- Research the use of scientific tools to estimate age of archeological finds

The geographic, political, economic, religious and social structures of the early civilizations of Mesopotamia, Egypt and Kush including:

- Mapping of the river systems and physical settings
- Development of agricultural techniques in this region
- Study of the relationships between religion and social
- Political order in Mesopotamia and Egypt
- Establishment of a student court will examine the Code of Hammurabi
- Integration of art and architecture in Egypt will be studied as part of a field trip to the Getty Museums
- Role of Egyptian trade in the eastern Mediterranean and Nile valley Queen Hatshepsut and Ramses the Great will compliment the English and Language Arts study of biography at this grade level

- Students will be able to locate the Kush civilization
- Understanding the political, commercial, and cultural relations with Egypt

Unit study of the evolution of language including:

- The written form will use themes and require students to complete the elements of a research paper, including use of digital research note cards and use of an outline.
- Students will use computers to develop a timeline for the evolution of language, as reported during student projects.

Analysis of the geographic, political, economic, religious, and social structures of the Ancient Hebrews will form the basis of the fourth unit.
Students will identify:

- The origins, teachings and significance of Judaism
- Details of how Judaism survived and developed after the destruction of the second Temple
- Abraham, Moses, Naomi, Ruth, David and Yohanan ben Zaccai will be the subjects of biographical study
- The geographic movement and settlements of Hebrew peoples will be taught through a geographic unit using Internet research and mapping programs

Early Greek civilizations will be studied through the geography, politics, economics, religion, and social structures.
Students will know the:

- Geographic links between the city-states
- Early forms of governments and differences between direct and democracy
- Representative democracy will be developed into an activity that compares and contrasts Democracy in the United States
- The mythology unit will ask students to do research from secondary sources on Greek gods
- Study of the Persian Empire will focus on current events and ask students to highlight the founding, expansion and political organizations in that region
- Activities will ask students to compare and contrast life in Athens and Sparta
- Alexander the Great will be studied as a biographical subject
- Panel discussions will ask students to present oral reports on Greek figures in the arts and a separate group of panel presentations on Greek figures in the sciences
- Student produced timeline of the contributions of Greek scientists will be displayed in each classroom

Early Indian civilizations, with analysis of the geographic, political, economic, religious and social structures, will be examined in a separate unit of study that features current events in this region.

- Students will understand the geography in the region and be able to discuss the significance of the Aryan invasions
- Brahmanism and early Hinduism and Buddhism will be discussed and local guest speakers will share customs and traditions of these two religions
- Buddha and Asoka will be the biographical subjects for this unit
- The significance of aesthetic and intellectual traditions will focus on the mathematical and medical contributions of this region in activities and lessons

Early Chinese civilizations will be the subject of unit analysis by examination of the geographic, political, economic, religious, and social structures. Students will:

- Study of the origins of the Chinese civilization will emphasis mapping of the regions
- The Shang, Quin and Han dynasties will be compared and contrasted in panel discussions
- Trade on the "Silk Road" will be the subject of a geographical-based activity
- The political policies and achievements of key Chinese figures will be examined
- Biographical study of Confucius and Shi Huangdi will be part of this unit of study

After studying the materials and participating in the activities in the unit on the Roman Empire, students will be able to:

- Tract the expansion of the empire over time and identify important figures
- Depending on the size of the class, oral reports (or written reports for larger classes) will be presented for the major mythical and historical figures identified with the empire
- Activities will require students to compare and contrast the government of Rome with the earlier governments of the Greek and Hebrews. Students will use a computerized spreadsheet to make the comparison.
- Jesus of Nazareth, Julius Caesar and Augustus will be the subject of biographical studies
- Guest speakers will discuss the growth of Christianity in the world Roman art and architecture will be viewed as part of a field trip activity to the Getty Museums.
- Technology and science will be a featured lessons in this unit and links between this unit and scientific study will be required as part of the study
- Students will use online resources to explore Greek architecture

Physical Education 6AB

(Annual Course-Grade 6)
Prerequisite: None
Text: Selection will be by the instructor for the units of study. Instructors will select texts from state, district and department approved textbooks.

Course Description

Courses offered in the Physical Education department are designed to help the students' develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.

The Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal of the program is to develop a lifelong program of activity to develop and maintain healthy habits and wellness.

Units:

Quarter One	Quarter Two	Quarter Three	Quarter Four
Stretching Yoga Individual Sport Running	Choice of: Stretching Yoga Folk Dance Gymnastics Team Volleyball Basketball Football Soccer Track and Field Softball	Choice of: Stretching Yoga Folk Dance Gymnastics Team Volleyball Basketball Football Soccer Track and Field Softball	Choice of: Stretching Yoga Folk Dance Gymnastics Team Volleyball Basketball Football Soccer Track and Field Softball

Curriculum:

Students will demonstrate:

- Proficiency and motor skills necessary to perform a list of tasks related to the units offered in the school program
- Perform physical tasks meeting the requirements of common occupations
- The formation of a personal life-long plan of physical activity for wellness
- Knowledge of psychological and sociological concept, principles and strategies that are applicable to the activity and learning experience
- An ability to adapt leadership roles in group activity, performance or play
- Recognize the role of cooperation in team activity
- An understanding of diversity in group play
- An understanding of the link between group sports play, family, and occupations
- By writing a one-month physical fitness plan
- Using computerized calendar program, an exercise plan that meets personal goals and needs
- Through a written research project, students will understand the role of adequate nutrition in a healthy lifestyle. This project will involve integration of a menu into the one-month exercise calendar
- Demonstrate independent learning of movement skills and motions
- Discuss the types of movements and the training impact of each movement

Computers and Technology 6AB

(Annual Course-Grade 6)
Prerequisite: None

See Appendix D

Character Education 6AB

(Annual Course—Grade 6)
Prerequisite: None
Text: Josephson Institute of Ethics Character Counts

Course Description

6th Grade Character Education aims to celebrate with students common essential values such cleanliness and courtesy as well as to discuss necessary skills to live in a multicultural world such as multicultural awareness and tolerance.

Content

- Respect
- Cleanliness
- Courtesy
- Loyalty
- Stealing
- Manners and Bullying
- Cooperativeness
- Friendship
- Multiculturalism
- Empathy
- Environmentalism
- Alcohol Awareness
- Tolerance
- Sportsmanship
- Attitude
- Presentation Skills
- Benevolence
- Rosa Parks
- Harms of Marijuana

Art 6AB

(Annual Course-Grade 6)
Prerequisite: None
Text: Laurie Schneider Adams, The Making and Meaning of Art, Pearson/Prentice Hall

Course Description

This yearlong course will emphasize the study and appreciation of art in all forms. The first year will introduce the study of art and is required to take the advanced course. Students will visit local museums and use online virtual museums as part of their course curriculum. The Getty Museum education curriculum will play an important part in the structure of the units.

Objectives

- Overview of Western and non-Western art through form, content, and cultural context
- Application of art theories
- Critiquing works of art
- Understanding styles of art
- Oral critiques of art forms
- Written report on artist
- Themes and purposes of art
- The vocabulary of art

Units

- What is Art?
- Visiting the Museum
- The Virtual Museum Experience
- Media Techniques and Art Process
    - Drawing
    - Printmaking
    - Photography
    - Watercolor and Tempera
    - Oil and Acrylic Painting
    - Sculpture (Hard and Soft)
    - Casting
    - Relief
    - Murals

Students will:

- Identify and use principles of design
- Write about visual aspects in the environment
- Describe principles of design

- Research and analyze the work of an artist
- Analyze materials used by the artist
- Compare and contrast similar styles of works
- Analyze electronic media
- Discuss the ways an artist solved a visual arts problem
- Prepare an Art Appreciation portfolio
- Understand historical contributions and cultural dimensions of visual arts
- Analyze the role and development of the visual arts and how it relates to past a present cultures around the world
- Identify similarities and differences in the purpose of art created in different cultures
- Identify and describe the role and influence of new technologies on contemporary works of art
- Articulate how personal beliefs, cultural traditions, current social, economic, and political contexts influence the interpretations of the meaning or message in a work of art
- Compare the ways in which the meaning of a single work of art has been affected over time because of changes in interpretation and context. Emphasis will be on cross-curricular links with the Social Science and Language Arts curriculums. Banned works from the Nazi period, the Armory Show, and Renaissance works will be discussed and viewed in this course.
- Employ conventions of art criticism in writing and speaking about art
- Connecting and applying what is learned in the visual arts to other art forms and subject areas and careers. Guest artists and museum workers will speak to classes about careers in art.

Foreign Language 6AB

(Annual Course-Grade 6)
Prerequisite: None
Text: La *Como te va? A Nivel Verde* Glencoe Middle School Spanish (2007)

GRADE 7

Math 7AB

(Annual Course-Grade 7)
Prerequisites: Math 6AB
Text: Saxon Math Series

Course Description

Pre-Algebra prepares the students for the first course in algebra. This course covers an introduction to measurement, geometry, basic algebra, and statistics. The focus will be on logical thought and presenting problems that allow students to reason symbolically.

Curriculum:
Transition to Algebra: Students will understand:

- Use of symbols
- Properties of symbols
- Arithmetic operations
- Experimentation

Basic Skills: Students will understand:

- Simplifying
- Distributive laws
- Commutative laws
- Associative laws
- Graphing
- Verification
- Problem Solving

Use of Equations: Students will be able to;

- Simplify equations involving linear equations and one variable

Science 7AB

(Annual Course-Grade 7)
Prerequisite: Science 6AB
Text: Glencoe Life Science, 2005

Course Description

The major purpose of this course is to provide students with knowledge of basic science concepts with an emphasis on biological sciences. This course will cover;

- Cell biology:
- Genetics:
- Evolution:
- Earth and Life History:
- Structure and Function in Living Systems:
- Physical Principles in Living Systems

Laboratory

In this course, the students will do experiments to develop comprehensive understanding of scientific method. As a result, the students will:

- Develop hypotheses.
- Select and use appropriate tools and technology to perform tests.
- Collect data, display data, construct appropriate graphs from data.

Communicate the steps and results from investigation in the form of written reports and oral presentations.

Content

Cell Biology: Students will

- Work using computer programs and simulations to explore the working of the cells. This will include:
- Cell function in living organisms
- Character differences of plant and animal cells
- Role of the nucleus in genetic information
- How mitochondria works
- Cholorplast Purpose
- Cell division in mitosis
- Understand multicellular organism development through use of microscopes and lab work

Genetics: Students will use manipulatives to discover

- The influence of environmental factors on cell development
- Life cycles and reproduction methods of sexual and asexual organisms
- Transfer of genes in sexual reproduction
- Determination of an inherited traits
- Role of alleles in phenotype and how this relates to the study of viruses
- Role of DNA and how it works. Students will incorporate probability study in this lesson using computer models

Evolution: Student will understand

- Evolution and how it occurs in generations
- Genetic variation and environmental factors. Students will read and debate the role of pollution in genetic variation
- Biographical study of Charles Darwin and the historical period of Darwin
- How Darwinism influences study today
- Theory of evolution and the evidence supporting it
- How to construct a simple branch diagram for living organisms and how to expand it for fossil organisms
- How species become extinct and will complete a rain forest project tracing extinction of one species today. Students will also research an species nearing extinction, but now removed from the list due to human efforts in conservation

Earth and Life History: Students will discuss and debate

- The role of rocks in understanding the evolution of life on Earth
- History of life on Earth
- Rock cycle
- Geologic layers and radioactive dating. Students will use dating in research project
- Use fossils to discuss how environment has changed
- How the movements of the Earth have made changes in climate and geography
- The past and present distribution of organisms on changes in climate and geographic connections
- How to explain significant developments and extinction of plants and animal life on the geologic time scale. Students will debate what happened to the dinosaurs in this lesson.

Structure and Function in Living Systems: Students understand

- Basic anatomy and physiology of plants and animals
- How organ systems function
- How bones and muscles work
- How the reproductive organs of humans function
- Function of the umbilicus and placenta
- How structures and processes of flowering plants function
- How to relate structures of the eye and ear to their function.

Physical Principles in Living Systems: Students understand

- Physical principles underlying biological structures and functions
- The way the eye works
- The properties of light: basic, reflected, refracted, transmitted and absorbed by matter

through lab experiments using light and prisms
- How simple lenses work through experimentation with lenses
- The function of white light and the manner that retinal cells react
- Angle of reflection of a light and its relation to the angle of incidence
- How to compare joints in the body with structure used in machines and simple devices through work in the robotics lab and with classroom robots
- How levers work through use of assorted levers in a lab setting
- Basic function of the heart through computerized experimentation with valves and the circulatory system

Investigation and Experimentation: Students will
- Use numerous lab, laboratory equipment, and reporting techniques in their exploration of the curriculum listed above
- Use equipment including calculators, robotics, computers, balances, spring scales, microscopes and binoculars
- Examine print and electronic resources in each lesson
- Write a research paper at least once on a unit of study this year
- Be able to develop a hypothesis for an investigation this year
- Communicate their findings using logical connections, science concepts
- Develop and conduct tests to prove a connection
- Construct scale models
- Make maps
- Label diagrams correctly to communicate knowledge
- Communicate steps and results from an investigation in written reports and oral presentations

English-Language Arts 7AB

(Annual Course-Grade 7)
Prerequisites: English-Language Arts 6AB
Text: Holt, Rinehart and Winston Series, Elements of Language, First Course/Grade 7
Classroom Library: College level dictionary, Spanish/English and English/Spanish dictionary, Thesaurus, The Oxford Picture Dictionary, The Little Oxford Thesaurus

Course Description

English-Language Arts 7AB increases the student focus on expository and argumentative texts. Reading strategies focus on comprehending informational materials through the use and analysis of categories of materials and assessment of an author's argument. In addition, student interactions with literary texts become more sophisticated. Students are expected to articulate the purposes and characteristics of different forms of prose, ranging from short stories to essays; identify events that advance the plot in a story and determine how each event explains past or present actions or foreshadows future actions; and analyze themes and characterization. With regard to writing, English-Language Arts 7AB provides increased instruction in documentation and argumentative support. Students are expected to write research reports that not only summarize existing data but that also analyze and assess these data.

Students are expected to write multiple essays of at least 700 words each in the following categories: literary interpretation, argumentation, summaries, and research. Students are expected to demonstrate a command of formal Standard English. With regard to speaking and listening, students are expected to deliver well-organized presentations using rhetorical strategies appropriate to a variety of situations, including presentations of research and summaries of articles and books.

Curriculum:

Reading: Student assignments, projects and portfolio inclusion will focus on:

- Development of analysis, understanding, and vocabulary fluency
- Understanding idioms, analogies, metaphors and similes in works of prose and poetry
- Development of an understanding of Greek, Latin, and Anglo-Saxon roots and affixes
- Continuation of work in clarification and understanding specialized vocabulary (with emphasis on Engineering, Technology, and Science)
- Reading and study of biographies of important figures in Social Science study this school year
- Continuation of expanding student reading capacity to one-million words for the school year
- Understanding differences and purposes of categories of informational materials
- Development of skills to locate consumer, workplace and public documents
- Analyzing text that uses cause-and-effect organization patterns
- Identification and flow-charting of author's arguments in text or oral reading
- Understanding and use of a mechanical or scientific device by following technical directions
- Reading and responding historically and culturally significant works of literature selected from *Recommended Literature, Kindergarten Through Grade Twelve* (Suggested works included in outline for this grade level)
- Understanding the purposes and characteristics of prose forms
- Understand and identify the use of bias, stereotyping, false claims and fallacies
- Analysis of the elements of a plot, characterization, themes, points of view
- Reading and analysis of a range of critical responses to literary works

Writing and Writing Applications: Student assignments, projects and portfolio inclusion will focus on:

- Writing clear, focused and coherent essays illustrating awareness of audience and purpose
- Effective use of transitions
- Appropriate use of anecdotes, descriptions, facts, and specific examples
- Clear note taking, lab reporting, writing of summaries and outlines

- Identification of research questions leading to written compositions
- Citation of sources and selection of text from authority
- Use of word-processing and publishing programs
- Use of at least one spreadsheet and one simple database integrated into a report
- Use of an outline, rough draft, and revision format in at least one paper each semester
- Scientific writing piece using logical progression of ideas and technical vocabulary
- Writing of at least one fictional and autobiographical narrative, a response to literature, two research reports, two persuasive compositions, and at least four summaries of reading materials
- Proper use of modifiers
- Use of the active voice
- Identification and use of infinitives and participles
- Clear reference between pronouns and antecedents
- Ability to identify all parts of speech and types and structure of sentences
- Demonstration of the mechanics of writing
- Identification and proper use of hyphens, dashes, brackets, and semicolons
- Correct usage of capitalization
- Spell derivatives correctly

Listening and Speaking Curriculum: Samples of student work submitted in portfolio will reflect high standards for:

- Understanding content of oral communication
- Delivery of focused, well-researched presentations
- Formulation of questions about speaker's use of evidence, claims and conclusions
- Understanding of speaker's purpose and attitude toward the subject
- Selection of appropriate speech organization pattern for purpose and audience
- Improvement of speaking technique over Grade Six, as determined by portfolio evaluation from Grade Six (If student does not have portfolio evaluation for Grade Six, improvement criterion will be based on presentations done over the course of Grade Seven)
- Utilization of appropriate images, text, voice modulation, eye contact, and enunciation in presentations
- Constructive and appropriate evaluation of oral presentations on tape of well-known public figures
- Understanding of historical examples of electronic journalistic techniques in presentation of important events

Grade 7 Literature Selections:

Steinbeck, John, *The Pearl*	Frank, Anne, *The Diary of a Young Girl*
Tolkien, JRR, *The Simarillion*	White, Ryan, *The Ryan White Story*
Filipovic, A, *Zlata's Diary*	Dunbar, Paul Laurence, *Jump Back Honey*
Macaulay, D, *Castles*	Grahame, Kenneth, Wind in the Willows
Wilder, Laura I. *Little House on the Prairie*	Bradbury, Ray, *R is for Rocket of Dandelion Wine*
Adamson, Joy, *Born Free*	
Herriot, James, *All Things Great and Small*	Collier, *My Brother Sam is Dead*
Houston, Jeanne, *Farewell to Manzanar*	Curtis, Christopher Paul, *Bud, Not Buddy*
Jones, Ron, *The Acorn People*	Kipling, Rudyard, *The Jungle Book*

Parks, Rosa, *My Story* Hiaasen, Carl, *Hoot*	

History-Social Science 7AB

(Annual Course-Grade 7)
Prerequisite: History-Social Science 6AB
Text: McDougal Littell**,** World History: Medieval and Early Modern Times

Course Description

History-Social Science 7AB focuses on the social, cultural, and technological changes that occurred in Europe and the Mediterranean from the fall of the Roman Empire in the 6th century AD to the 19th century. The course also considers historical changes in Asia. The course examines the methods of investigation that archaeologist, anthropologists, and historians use to study the past. Students consider the influence of the Enlightenment on such concepts as natural rights of individuals, divine rights of kings, and experimentation in science. Students also assess how this influence is linked to the growth of democracy, particularly during the 18th century.

Units:

Quarter One	Quarter Two	Quarter Three	Quarter Four
The Expansion and Decline of the Roman Empire Islam in the Middle Ages China in the Middle Ages	Ghana Mali in Medieval Africa Medieval Japan Medieval Europe	Meso-American and Andean Civilizations The Renaissance The Reformation	The Scientific Revolution Change Over Time: 16-18 Centuries

Curriculum

Expansion and Fall of the Roman Empire: Students will study and understand:

- Early strengths and lasting contributions
- Reasons for fall of the empire
- Geographic boundaries during four periods of growth
- Biographical study of Constantine
- Development of the Byzantine Empire and capital Constantinople
- Comparison and contrast the Eastern Orthodox and Roman Catholic regions with guest speakers for a question and answers

China in the Middle Ages: Students will:

- Examine China under the Tang and Sung Dynasty
- Explore the reasons for expansion of Buddhism
- Introduce Confucianism and the development during the Sung and Mongol periods
- Understand the importance of trade during the Mongol Ascendancy and Ming Dynasty

- Participate in assigned panel reports on the influence of discoveries of tea, paper, woodblock printing, navigation inventions and gunpowder
- Compare and contrast the development of the imperial state and the scholar-official class

Islam in the Middle Ages: Students will understand:

- Physical geography of the region and interaction in region
- Origins of Islam with guest speaker
- Study of Muhammad, Qur'an, and Sunnah as biography
- Comparison and Contrast assignment between Judaism, Islam, and Christianity
- Exploration of the expansion of Muslim rule and use of the Arabic language
- Trace regional trade routes and their significance
- Contributions of Muslim scholars with focus on science, medicine and mathematics
- The rich cultural heritage of this period through online exploration of Islamic arts of the Middle Ages

Ghana and Mali in Medieval Africa: Students will:

- Understand the importance of the Niger River ecosystem
- Trace the development of Ghana and Mali
- Trace development of the states and cities of West Africa
- Map the routes of the trans-Saharan caravan trade
- Written reports on Islamic beliefs, ethics and laws
- Participate in group discussion comparing and contrasting US and Islamic beliefs, ethics and laws
- Read African folk tales and discuss the importance of oral language
- Interview a guest speaker to discuss the growth of the Arabic language in West Africa

Medieval Japan: Students will study and understand:

- Geographic significance and influence of China and Korea on Japan
- Prince Shotoku through a biographical study of his life. This examination will also include society of the time.
- Lord-vassal system
- Legacy of the warrior code in the twentieth century
- Development of Japanese Buddhism
- Ninth and Tenth Century Golden Ages through readings, guest speakers and online exploration of virtual museums
- Rise of a military society in the late twelfth century
- Role of the samurai in the late twelfth century

Medieval Europe: Students will study and understand:

- Geography of Europe and the relationship to the Eurasian land mass
- Spread of Christianity, early church and monasteries after the fall of the western half of the Roman Empire by creation of a timeline
- Development of feudalism and its role in medieval economy
- Relationship of feudalism to political order and physical geography
- Conflict and cooperation between the Papacy and European monarchs through biographical study of Charlemagne, Gregory VII and Emperor Henry IV

- Legal and constitutional practices of medieval England through reading the Magna Carta, debating modern day developments of habeas corpus in relationship to terrorists, and discussions of the importance of an independent judiciary
- Significance of the bubonic plague and the geographic route the disease traveled. Students will compare and contrast modern day pandemics with this event.
- Causes and the course of the Crusades
- Effects and significance of the Crusades
- Role of the Catholic church as a political, intellectual and aesthetic institution
- St. Thomas Aquinas classical philosophy with Christian theology
- Concept of "Natural Law" through Lincoln-Douglas debate assignment

Meso-American and Andean Civilizations: Student will study and understand through:

- Study of locations, landforms, and climates of Mexico, Central America, and South America
- Geographical effects on Mayan, Aztec, Incan societies
- Roles of people in the Mayan, Aztec and Incan societies
- How these empires rose and the reasons for the fall of each by creating a present day newscast script
- Artistic and oral traditions and architecture of each civilization through readings and online exploration of virtual museums
- Emphasis will be on the astronomic, agricultural and mathematical contributions of each society. Cross-curricular assignments will be used integrating use of the science lab and school garden.

The Renaissance: Students will study and understand:

- Humanism
- Importance of Florence through exploration of virtual museums and their collections
- Importance of the "Silk Road" and will review route it took
- Through biographical study, Marco Polo and the geographic routes taken by his party
- New communication and information channels
- Students will manufacture a small piece of paper and block print one image
- Advances made during this period in literature, arts, cartography and engineering. Emphasis will be on scientific, mathematic, engineering and astronomical advances during this period.
- Biological study of William Shakespeare will integrate with Language Arts classes in written reports and oral presentations

The Scientific Revolution: Students will study and understand:

- Roots of Scientific Revolution
- Significance of new scientific theories
- Significance of new inventions by selecting one invention for a written report that will be incorporated into the final multimedia presentation
- Scientific Method
- This unit will incorporate direct laboratory work with Science classes
- Growth of scientific rationalism on the growth of democratic ideas
- Coexistence of science with traditional religious beliefs

Comparison of the Sixteenth, Seventeenth and Eighteenth Centuries

- Understand the reasons behind the great explorations, chart the routes, and the influence of cartography
- Explore botany, horticulture, and technological advances
- Trace the origins of modern capitalism through readings on the stages of development
- Use technology to map the trading and marketing patterns
- Trace ideas from the Enlightenment to earlier movements with spreadsheet
- Use Enlightenment thinkers and philosophers from the centuries for a timeline for classroom display
- Read excerpts from the Magna Carta, the English Bill of Rights, and the American Declaration of Independence and compare and contrast principles

Computers and Technology 7AB

(Annual Course-Grade 7)
Prerequisite: Computer Science 6AB

See Appendix C

Physical Education 7AB

(Annual Course-Grade 6)
Prerequisite: Physical Education 6AB
Text: Selection will be by the instructor for the units of study. Instructors will select texts from state, district and department approved textbooks.

Course Description

Courses offered in the Physical Education department are designed to help the students' develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.

The Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal of the program is to develop a lifelong program of activity to develop and maintain healthy habits and wellness.

Units:

Quarter One	Quarter Two	Quarter Three	Quarter Four
Stretching Yoga Individual Sport Running	Choice of: Stretching Yoga Folk Dance Gymnastics Team Volleyball Basketball Football Soccer Track and Field Softball	Choice of: Stretching Yoga Folk Dance Gymnastics Team Volleyball Basketball Football Soccer Track and Field Softball	Choice of: Stretching Yoga Folk Dance Gymnastics Team Volleyball Basketball Football Soccer Track and Field Softball

Curriculum:

Students will demonstrate:

- Proficiency and motor skills necessary to perform a list of tasks related to the units offered in the school program
- Perform physical tasks meeting the requirements of common occupations
- The formation of a personal life-long plan of physical activity for wellness
- Knowledge of psychological and sociological concept, principles and strategies that are applicable to the activity and learning experience
- An ability to adapt leadership roles in group activity, performance or play
- Recognize the role of cooperation in team activity
- An understanding of diversity in group play
- An understanding of the link between group sports play, family, and occupations
- By writing a one-month physical fitness plan
- Using computerized calendar program, an exercise plan that meets personal goals and needs
- Through a written research project, students will understand the role of adequate nutrition in a healthy lifestyle. This project will involve integration of a menu into the one-month exercise calendar
- Demonstrate independent learning of movement skills and motions
- Discuss the types of movements and the training impact of each movement

Character Education 7AB

(Annual Course-Grade 6)
Prerequisite: None

Text: Josephson Institute of Ethics, Character Counts

Course Description

7th Grade Character Education focuses on basic skills which students need to be successful in their secondary and higher education such as study and test taking skills and time scheduling. It also continues on discussing common universal values such as honesty and fairness.

Curriculum

- Respect
- Study Skills
- Time Scheduling
- Test Taking
- Honesty
- Gossiping
- Fairness
- Contentment
- Generosity
- Listening Skills
- Cooperativeness
- Friendship
- Alcohol Awareness
- Tolerance
- Harms of Marijuana

Music 7AB

(Annual Course-Grade 6)
Prerequisite: None
Text: Charles B. Fowler, *Music: Its Role and Importance in Our Lives*

Course Description

This yearlong course will emphasize the study and appreciation of music in all forms. The first year of music appreciation will introduce the study of music (with an emphasis on all forms of music) and is required to take the advanced course. Students will be required to attend music performances and use online performance sites as part of their course curriculum. Guest speakers will play an important role in this class. Local symphonies and orchestras provide a rich resource for this study.

Units:

- What is Music?

- Music that Tells a Story
- Instruments of the Orchestra
- Four Sections of the Orchestra
- Role of the Conductor
- What Does the Composer Do?
- What is a Music Score and How is it Read?
- Four Important American Composers
- Four Important American Conductors
- Four Important Symphony Musicians
- Rhythm in Music
- Melody in Music
- Basic Harmony in Music
- Tone Color: Why Don't All Instruments Sound Alike?
- World Music
- Music as Culture

Curriculum:

Students will understand music through:

- Overview of Western and non-Western music through form, content, and cultural context
- Application of music theories
- Critiquing works of music
- Understanding styles of music
- Oral critiques of music pieces
- Written report on composer, musician or conductor
- Themes and purposes of music
- The vocabulary of music
- Students will be able to:
- Identify and use basic rhythm, melody, harmony
- Write about musical aspects in the environment
- Describe principles of written music
- Research and analyze the work of a composer
- Analyze instruments used by the musician
- Compare and contrast similar styles of works
- Analyze electronic music
- Discuss the ways an artist solved a music problem
- Prepare a Music Appreciation portfolio
- Understand historical contributions and cultural dimensions of music
- Analyze the role and development of music and how it relates to past a present cultures around the world
- Identify similarities and differences in the purpose of music created in different cultures
- Identify and describe the role and influence of new technologies on contemporary works of music
- Articulate how personal beliefs, cultural traditions, current social, economic, and political contexts influence the interpretations of the meaning or message in a work of

music
- Compare the ways in which the meaning of a single work of music has been affected over time because of changes in interpretation and context. Emphasis will be on cross-curricular links with the Social Science and Language Arts curriculums. Banned works from the Nazi period, 1960s, rap music, and WWI and WWII.
- Employ conventions of music criticism in writing and speaking about music
- Connecting and applying what is learned in music to other art forms and subject areas and careers. Instrument designers and makers, conductors, composers and musicians will speak to classes about careers in music.

Foreign Language 7AB

(Annual Course-Grade 8)
Prerequisite: Foreign Language- Spanish 6AB
Text: *Como te va? B Nivel Azul* Glencoe Middle School Spanish (2007)

GRADE 8

Math 8AB

(Annual Course-Grade 8)
Prerequisites: Math 7AB
Text: Saxon Math Series

Course Description

Students will use logic to reason symbolically to solve problems and types of equations. Problems will increase in difficulty from the first semester to the second. Students will understand, write, solve and graph linear and quadratic equations. Semester one introduces concepts and operations and the second semester focuses on an integration of the materials mastered in semester one to extend mathematical reasoning to real world issues and problems.

Curriculum:
Students will be able to:

- Identify and use mathematic properties of subset and integers and rational, irrational and real numbers
- Understand closure properties for the four basic arithmetic operations
- Use properties of numbers to demonstrate whether assertions are true or false
- Understand and use operations of finding the reciprocal, taking a root and the opposite, and raising to a fractional power
- Understand the rules of exponents
- Solve equations and inequities involving absolute values
- Simplify expressions before solving problems
- Solve multi-step problems involving linear equations and linear inequalities in one variable, showing justification
- Graph a linear equation and compute the x- and y- intercepts
- Able to sketch the region defined by linear inequalities
- Verify that a point lies on a line, given an equation of the line
- Derive linear equations by using the point-slope formula
- Concepts of parallel and perpendicular lines and how their slopes are related
- Find the equation of a line perpendicular to a given line that passes through a given point
- Solve a system of two linear equations in two variables algebraically and interpret the answer graphically
- Solve a system of two linear inequalities in two sets and sketch the solution sets
- Add, subtract, multiply and divide monomials and polynomials
- Solve multistep problems, including word problems using subtraction, multiplication and division of monomials and polynomials
- Apply basic factoring techniques to second- and simple third-degree polynomials.
- Simplify fractions with polynomials in the numerator and denominator
- Add, subtract, divide and multiply rational expressions and functions
- Solve a quadratic equation by factoring or completing the square
- Apply algebraic techniques to solve rate and work problems, and percent mixture
- Understand the concepts of relation and a function and how they work in relation to one another
- Determine the domain of independent and dependent variables defined by a graph, a set of ordered pairs or a symbolic expression
- Determine whether a relation defined by a graph, a set of ordered pairs or a symbolic expression is a function and justify the conclusion
- Know the quadratic formula and are familiar with its proof
- Can complete the square with a quadratic formula
- Can use the quadratic formula to find the roots of a second-degree polynomial and how to solve quadratic equations
- Graph quadratic functions
- Understand the root of quadratic function graphing is at the x-intercepts
- Use quadratic formula or factoring technique (or both) to determine whether the graph of a graph of a quadratic function will intersect the x-axis in zero, one, or two points
- Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity. Students will visit with a guest speaker from JPL to discuss the use of Algebra in Space Science.

- Use and know the simple steps of a logical argument. This study will integrate into their Social Science and Language Arts classes in the study of logical proofs and political arguments.
- Use the properties of the number system to judge the validity of the results, to justify each step of the procedure, and to prove or disprove statements

Science 8AB

(Annual Course-Grade 8)
Prerequisite: None
Text: Glencoe Introduction to Physical Science, 2005

Course Description

This course will be taught at SCP with an emphasis on student experimentation. Students will replicate the experiments with instruments done by the scientific community in the original discoveries. Units in motion, forces and studies in density and buoyancy will all be all be done with student self-discovery as the first element of the lessons and activities. Other units will incorporate lab study and field trips to local science museums

Laboratory:

In this course, the students will do experiments to develop comprehensive understanding of scientific method. As a result, the students will:

- Develop hypotheses.
- Select and use appropriate tools and technology to perform tests.
- Collect data, display data, construct appropriate graphs from data.
- Communicate the steps and results from investigation in the form of written reports and oral presentations.

Curriculum

Motion: Students will understand:
- Velocity through experimentation
- Formulas to calculate average speed, position, velocity
- Interpretation of graphs using velocity and motion
- How to solve problems using distance, time and average speed through experimentation with physical objects

Forces: Students will understand:
- Unbalanced forces and how they work
- Identify forces acting on an object
- Role of gravity through use of the NASA online curriculum

Structure of Matter: Students will understand:

- Basics of matter, properties and atomic structure
- Role of elements
- Structure of the atom
- How compounds are formed
- How atoms and molecules form solids through a mini-lab using crystals
- States of matter
- How to use the periodic table to identify elements in single compounds

Earth in the Solar System: Students will:

- Know the basic structure and composition of the universe including galaxies
- Role of the Sun in the Milky Way and our galaxy
- Basics of stars including composition of stars, role of stars,
- Basic appearance and size, appearance and composition of plants, stars, satellites, comets and asteroids
-

Reactions: Students will understand:

- Basic nature of chemical reactions
- How atoms and molecules interact
- Conservation of matter on a simple level
- Heat is released from chemical reactions
- How to determine whether solution is acid, base or neutral
- Basic physical properties through experimenting with ice

Chemistry of Living Systems: Students will:

- Know basic characteristics of carbon and the role it plays in the chemistry of living organisms
- Understand the composition of living organisms
- Be aware that living organisms have different kind of molecules

The Periodic Table: Students will:

Develop a periodic table for a hobby or interest

- Identify regions on the table and understand what they mean
- Understand that each element has corresponding numbers and what these mean
- Know substances can be classified and how the table does this
- Understand the properties of elements on the table

Density and Buoyancy: Students will understand:

- Nature of buoyant forces in fluids
- How to measure buoyancy
- How to calculate the density of a substance
- The theory underlying buoyancy
- How to predict "Will it float or sink?"
- The mass of an object (mass per unit volume) through experimentation with water and objects

English-Language Arts 8AB

(Annual Course-Grade 8)
Prerequisite: English-Language Arts 7AB
Text: Holt, Rinehart and Winston Series, Elements of Language © 2007, Second Course/Grade 8

Course Description

English-Language Arts 8AB builds on the skills developed in 7AB. The focus of reading activities is on literary analysis. Specifically, students are required to evaluate plot and to analyze character motivations, setting, and theme. In addition, students are expected to understand the structural and rhetorical differences among various genres, including poetry. Writing activities continue to emphasize the structural and rhetorical features of academic discourse, with particular attention to documentation, evidence, and audience. Students are expected to produce papers of at least 700 words in a variety of modes for diverse audiences. With regard to speaking and listening, students are expected to deliver well-organized presentations using rhetorical strategies appropriate to a variety of situations, including presentations of research and summaries of articles and books.

Curriculum

Cross-Curricular Projects and Assignments

- Use of slang in world culture through participation in the Pen Pal Project
- Influence of prejudice and bias in language creation Use of Teach Tolerance curriculum offered by the Southern Poverty Law Center
- Avoiding use of bias language and inferences
- Influence of History on language usage and creation of words and phrases

Reading: Student assignments, projects and portfolio inclusion will focus on:

- Word origins, word meaning and word relations, with special emphasis on Latin words utilized in scientific study
- Historical and literary context clues
- Analysis of idioms, analogies, metaphors and similes used in literal and figurative meanings
- Use of exact language in laboratory reporting and journals
- Creation of a narrative to illustrate the importance of historical influence on word meanings
- Reading and responding to historically or culturally significant works of literature linking to assignments and projects in integrated history or social science class

Writing and Literary Response and Analysis: Student assignments, projects and portfolio inclusion:

- Use of word meanings in appropriate context
- Demonstration of the ability to verify meanings by definition, restatement, example, comparison and contrast
- Competent in use and understanding of metaphors, idioms, analogies and metaphors and similes in both prose and poetry
- Demonstration of reading and comprehension and response to historically and culturally significant works of literature at grade-level to selections from California *Recommended Literature, Kindergarten Through Twelve* (Text suggestions included above)

- Meeting the yearly one-million word requirement by selecting narrative and expository texts and materials
- Ability to compare and contrast features and critical elements of consumer materials to gain meaning
- Understanding proposition-to-proof argument pattern in texts and documents
- Ability to find similarities and differences between texts in treatment, scope or organization of ideas
- Ability to identify an accurate summary of written material
- Understanding and explaining use of complex mechanical devices through following technical directions
- Explain a problem-solving situation or decision using information from a variety of consumer, workplace and public documents
- Appropriate evaluation of the unity, coherence, logic, internal consistency and structural patterns of texts
- Demonstrate an understanding and explain the difference between the purposes and characteristics of various poetry forms.
- Evaluate the structural elements of plot, plot development and plot resolution
- Illustrate an understanding of motivation and reactions of literary characters from different historical eras in similar situations using comparison and contrast
- Illustrate the relevance of setting, mood, tone, and meaning
- Demonstrate the understanding of recurring themes in traditional and contemporary works
- Understand the relationship between literature and science
- Read biographical works about scientists and mathematicians and be able to analyze how the work reflects the author's heritage, traditions, attitudes and belief.
- Writing clear, coherent, and focuses essays that illustrate a significant improvement over previous grade-level portfolio submissions
- Writing evaluation rubrics for this year will emphasize awareness and understanding of audience and purpose, use of effective transitions, parallel organization structures, formal introductions, supporting evidence and conclusions. Final portfolio evaluation will look for student voice and development of a lively personal writing style. Sentence structure requirements include emphasis on written devices to indicate clear relationship between ideas and comparisons.
- Writing evaluation rubrics will also evaluate use of paraphrases, quotations, opinion from authorities and comparison, especially in written lab reporting
- Mastery of planning and conducting multi-step information searches on biographical and scientific topics using computer networks, databases and modems
- Understanding the nature of support and original ideas and create reports, essays and narrative that illustrates a balanced presentation of research and original ideas
- Make numerous revisions in written work including word selection, organization, point of view and transitions. Rubrics for edited manuscripts will include peer review categories for correct grammar, spelling and correct usage of punctuation and capitalization.
- Inclusion of student written narrative, expository, persuasive and descriptive essays of 500- to 700-words in each genre, including biographical and autobiographical works
- Student writing will reflect Standard American English including correct punctuation, capitalization and spelling
- Response to literature using careful insights in interpretation

- Written research reports integrating social science and scientific themes
- Written persuasive compositions with well-planned organization and appropriate supporting materials
- Written career documents including formal requests for research materials, simple business letters, and at least one job application in a field related to science or math
- Three written documents relating to science or math projects that identify sequencing, include necessary factors and variables, and formatting techniques required by the audience and topic

Listening and Speaking: Samples of student work submitted in portfolio will reflect high standards that:

- Video or digital copies of focused, coherent oral presentations conveying clear ideas that reflect the background and interests of the audience
- Demonstrate an analysis of oral interpretations of literature that reflect the interpretation of experts, as well as the student
- Paraphrase a speaker's purpose, point of view, content, and use of support
- Illustrate effective organization, vocabulary, and delivery of information to meet purpose
- Preparation of a well-organized and developed written outline
- Video or digital copies of speech reflecting understanding of a solid organization pattern, analysis of the audience, appropriate grammar and word choice, pace, and use of language
- Demonstrate the ability to evaluate the credibility of a speaker based on established protocols of bias and use of evidence, rather than personality or looks
- Clear understanding of visual markers communication techniques and approaches
- Illustrate ability to deliver well-organized formal presentation employing traditional rhetorical strategies of narrative, exposition, persuasion and description
- Deliver an oral response to literature, research presentation, persuasive debate presentation, and recitation of poetry

Grade 8 Literature Selections:

Klingsolver, Barbara, *Bean Trees* Steinbeck, John, *Cannery Row* Richter, C, *Light in the Forest* Santiago, Esmeralda, *When I was Puerto Rican* Dorris, Michael, *Yellow Raft in Blue Water* Gaines, Ernest, *The Autobiography of Miss Jane Pittman* Tolkien, JRR, *The Hobbit* De Saint-Exupery, *The Prince*	Mandela, Nelson, *A Long Walk to Freedom* Hughes, Langston, *The Big Sea* Wolf, Tobias, *This Boy's Life* Soto, Gary, *Taking Sides* Santiago, Esmeralda, *When I Was Puerto Rican* Kidd, Sue Monk, *The Secret Life of Bees* Bradbury, Ray, *Something Wicked This Way Comes* Sinclair, Upton, *The Jungle* Twain, Mark, *The Adventures of Tom Sawyer*

History-Social Science 8AB

(Annual Course-Grade 8)
Prerequisite: History-Social Science 7AB
Text: McDougal Littell, *Creating America: A History of the United States: Beginnings through World War I*

Course Description

History-Social Science 8AB focuses on American history from the framing of the Constitution to the start of World War I, with special emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy. They examine the regional variations that emerged after the Constitution and consider how these variations contributed to the outbreak of civil war. Finally, students examine industrialization and its social and economic consequences.

Curriculum

Important characteristics of the course include:

- Thematic study of history
- In-depth and comprehensive study of major events and periods
- Development of civic and democratic values, including the fundamental principles embodied in the U.S. Constitution and Bill of Rights
- Projects and assignments emphasizing critical thinking, reasoning, and logic
- Cross-curricular readings, especially literature and science and mathematic papers
- Enrichment using relevant art and music
- Emphasis on the California State Social Studies Framework and the California State Social Studies Standards for the eighth grade

The Goals and Curriculum Strands of the program emphasize:

- Knowledge and Cultural Understanding, incorporating knowledge from history and other humanities, geography and the social sciences

- Democratic Understanding and Civic Values - including an understanding of our national identity, constitutional heritage, civic values, rights and responsibilities
- Skills Attainment and Social Participation - understanding basic study skills, critical thinking and participatory skills needed for effective citizenship

Creation of a Republic: Students will:
- Growth of political parties
- Roles of branches of government
- Rise of cities-Urbanization
- Immigration
- Geography and significance of colonization

Creation and Development of the Constitution: Students will understand:
- Natural Rights and Philosophies
- Role of government
- Elements of the Constitution
- Levels of government
- Amending the Constitution
- States' Rights
- 3/5 Compromise and Slavery
- Role of women
- Cultural and Social Trends and Customs

Trials of the New Republic: Students will understand:
- Creation of political parties
- Sectionalism and Nationalism
- Supreme Court decisions
- Changing role of the three branches of government
- Economic trends
- Voice of Congress
- Trade and industrialization
- Personalities of the period

The Age of Jackson: Students will study and understand:
- The role of the West in government policy and the public mind
- Jackson will be debated: Indian Policy and Legacy as President
- Students will examine the life of a student living during this period. Topics will be divided into cultural, political and economic themes.

Industry and Growth: Students will understand:
- Growth of industry
- Create a timeline of inventions they have researched
- Examine and map the growth of cities

Democracy in the Age of Jackson: Students will understand:
- Changed in government over time using a computerized spreadsheet
- Social changes since the new government

- What a student learned in this time
- Chart the growth of the new country
- How new states are admitted to the union

Westward Expansion: Students will understand:
- Role of art and culture
- Cowboy and Indian culture
- Native peoples and traditions
- Natural resources

Polarization of the North and South: Students will understand:
Reasons for the Civil War
Advantages and disadvantages of both sides

The Era of Reform: Students will study and understand:
- Social reform through the biographical study of reformers
- Religious movements through biographical study of leaders
- Rise of culture by museum field trips
- Architectural design through online study

Dividing a Nation: Students will:
- Understand the significance of the war by debating sides
- Legacies of the war through reading literature selections
- The role of politics and Lincoln
- Study of Lincoln-the Man

The Civil War and Reconstruction: Students will:
- Debate the strategies in conducting the war
- The lasting influence of Reconstruction on the South

An Era of Change in the West: Students will:
- Students will challenge their gold rush skills online
- Mapping activities will stress the growth of America

The Rise of Industry and Unions: Students will:
- Divide major unions into categories and research histories and biographies
- Research major inventions

Immigration and the Growth of Cities: Students will:
- Trace immigration through online records
- Select a major city for research
- Study major immigration laws

Progressives and Reformers: Students will:
- Understand the Progressive Party goals and leaders
- Trace development of the Populist Party

World Chaos and World War I: Students will:

- Understand the world events leading to WWI
- Debate US entry into the war
- Understand social and cultural events on the Home Front
- Link influenza outbreak with potential for pandemic disease today

Computers and Technology 8AB

(Annual Course—Grade 8)
Prerequisite: Computer and Technology 7AB

See Appendix C

Physical Education 8AB

(Annual Course—Grade 8)
Prerequisite: Physical Education 7AB
Text: Selection will be by the instructor for the units of study. Instructors will select texts from state, district and department approved textbooks.

Course Description

Courses offered in the Physical Education department are designed to help the students' develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.

The Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal of the program is to develop a lifelong program of activity to develop and maintain healthy habits and wellness.

Units:

Quarter One	Quarter Two	Quarter Three	Quarter Four
Stretching	Choice of:	Choice of:	Choice of:
Yoga	Stretching	Stretching	Stretching
Individual Sport	Yoga	Yoga	Yoga
Running	Folk Dance	Folk Dance	Folk Dance
	Gymnastics	Gymnastics	Gymnastics
	Team Volleyball	Team Volleyball	Team Volleyball
	Basketball	Basketball	Basketball
	Football	Football	Football
	Soccer	Soccer	Soccer
	Track and Field	Track and Field	Track and Field

	Softball	Softball	Softball

Curriculum:

Students will demonstrate:

- Proficiency and motor skills necessary to perform a list of tasks related to the units offered in the school program
- Perform physical tasks meeting the requirements of common occupations
- The formation of a personal life-long plan of physical activity for wellness
- Knowledge of psychological and sociological concept, principles and strategies that are applicable to the activity and learning experience
- An ability to adapt leadership roles in group activity, performance or play
- Recognize the role of cooperation in team activity
- An understanding of diversity in group play
- An understanding of the link between group sports play, family, and occupations
- By writing a one-month physical fitness plan
- Using computerized calendar program, an exercise plan that meets personal goals and needs
- Through a written research project, students will understand the role of adequate nutrition in a healthy lifestyle. This project will involve integration of a menu into the one-month exercise calendar
- Demonstrate independent learning of movement skills and motions
- Discuss the types of movements and the training impact of each movement

Character Education 8AB

(Annual Course—Grade 8)
Prerequisite: None
Text: Josephson Institute of Ethics, Character Counts

Course Description

8th Grade Character Education aims to prepare students' minds for their life-long careers and their high school path which affects their entire careers and lives. It also covers crucial issues for high school students such as harms of smoking and marijuana.

Curriculum

- Career Education – Holland Codes Test
- Career Education – Exploring Careers and Interests
- Career Education – Career Decisions
- Career Education – Multiple Intelligences
- Career Education – Personality Assessment
- Integrity
- Academic Integrity
- Harms of Smoking
- International Etiquette
- Honesty
- Cooperativeness
- Friendship
- Alcohol Awareness
- Tolerance
- Harms of Marijuana

Drama 8AB

(Annual Course—Grade 8)
Prerequisite: None
Text: Selection will be by the instructor for the units of study. Instructors will select texts from state, district and department approved textbooks.

Course Description

This is a performance course which includes the training of classical and modern monologues, scene study, learning terminology and theatre history, and includes an end-of-semester performance. Students are exposed to the dramatic arts and given opportunities to investigate the discipline to discover and develop their talents in this area. Through a variety of methods, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts and relate interpersonally.

Curriculum

- Theatre History
    - Historical Timeline
    - Beginning of theatre
    - Greeks and Romans
    - Middle Ages

    - Eastern Theatre
    - Commedia dell' arte
    - Shakespeare
    - Modern Theatre and Realism
    - Stanislavski and The Moscow
- Art Theatre
    - Early Theatre in the U.S.
    - Musical Theatre
    - The American Regional Theatre
- Contemporary Theatre: A world and Theatre Change
    - Puppetry and Masks

- Theatre Appreciation
    - Theatre Conventions
    - Audience Etiquette
    - Comparing Theatre with
- Careers in Theatre
    - Playwrights
    - Actors/Resume Writing
    - Producers
    - Directors
    - Designers
    - Stage Management
    - Teaching
- Technical Theatre
    - Types of Stages
    - Stage Terminology
    - Stage Directions
- Stage/Backstage
    - The Structure of Plays
    - Preparing a Part
- Production Procedure
    - Selecting the Play
    - Audition Process
    - Rehearsal Procedure
    - Behind the Scenes
- Production Teams
    - Stage Crew
    - Designers
    - Director
    - Producer
    - Property Master
    - Costume
    - Wardrobe
    - Makeup
- Acting Skills
    - Physical and Vocal Warm ups
    - Articulation

    - Pantomime
- Techniques
    - Define the Mechanics of Pantomime
    - Range of motion/Isolations
    - Improvisation
    - Define purpose of study for the actor
    - Various improvisational exercises
    - Monologues

Foreign Language 8AB

(Annual Course—Grade 8)
Prerequisite: Foreign Language-Spanish 7AB
Text: *El espanol para nosotros: curso para hispanohablantes* Level 1 Glencoe

HIGH SCHOOL COURSE DESCRIPTIONS

SCP courses can be classified in four categories: Mandatory courses, AP courses, required electives, and additional electives. In grades 9-12 each student must complete 230 credits (180 credits of mandatory courses and 50 credits of required electives) for graduation. Each semester course is worth 5 credits; each annual course is 10 credits. Students may also choose to take up to 20 credits of additional electives so that the student can earn up to 250 credits, some of which could be transferred to college. The students can also transfer in community college credits for twice the number of high school credits. High school graduation requires satisfactory completion of all required courses and satisfactory passing of minimum
proficiency requirements as mandated by the State of California (Education Code Section 51225.3).

Every student is required to successfully complete the prescribed curriculum (mandatory courses) by earning 180 credits, which include:
 Four years of College Prep English (40 credits),
 Three years of Social studies (30 credits),
 Three years of College Prep Mathematics (30 credits),
 Three years of Science (All of them laboratory courses) (30 credits),
 One year of Visual and Performing Arts (10 credits),
 Two years of Foreign Language (20 credits),
 Two years of Physical Education/Health (20 credits)
In addition to the prescribed core curriculum, every student should complete the required elective courses:
 Two years of Computers and Technology courses (20 credits),
 30 credits of Electives

College-track students should complete one more year of the same Foreign Language and 10 credits of College-Prep Electives as part of their 30 credits of Electives to meet UC/CSU admission requirements.

COURSES

Subject Area	Mandatory Courses	Elective Courses
Math	Algebra 1 Algebra 2 Geometry	Trigonometry (1/2) Probability and Statistics (1/2) Pre-Calculus (1/2) Calculus (1/2) AP Calculus AB AP Calculus BC AP Statistics
Science	Biology (with Lab) Chemistry (with Lab) Physics (with Lab)	Scientific Method Science Fair Project Robotics AP Biology AP Chemistry AP Physics B AP Physics C
Language Arts	English 9 English 10 English 11 English 12	Creative Writing Public Speaking
Social Sciences	World History US History American Government and Civics (1/2) Economics (1/2)	Life Skills Sociology AP US History AP World History
Computers		Computer Literature Computer Applications Multimedia AP Computer Science
Foreign Language	Spanish-1 Spanish-2	Spanish-3 Spanish-4 Spanish Literature Other Foreign Languages
Physical Education	Physical Education Health and Safety	
Art/Music	Visual Arts	Music Appreciation
TOTAL	18	Minimum 5

MATH COURSES

Algebra 1

(Annual Course)
Prerequisites: None
Text: Algebra 1, McDougal Littell

Course Description

Algebra I is a two semester course that provides students with a solid background in algebra and that prepares them for all higher-level math courses.

Curriculum:

Students will be able to:

- Identify and use mathematic properties of subset and integers and rational, irrational and real numbers
- Understand closure properties for the four basic arithmetic operations
- Use properties of numbers to demonstrate whether assertions are true or false
- Understand and use operations of finding the reciprocal, taking a root and the opposite, and raising to a fractional power
- Understand the rules of exponents
- Solve equations and inequities involving absolute values
- Simplify expressions before solving problems
- Solve multi-step problems involving linear equations and linear inequalities in one variable, showing justification
- Graph a linear equation and compute the x- and y- intercepts
- Able to sketch the region defined by linear inequalities
- Verify that a point lies on a line, given an equation of the line
- Derive linear equations by using the point-slope formula
- Concepts of parallel and perpendicular lines and how their slopes are related
- Find the equation of a line perpendicular to a given line that passes through a given point
- Solve a system of two linear equations in two variables algebraically and interpret the answer graphically
- Solve a system of two linear inequalities in two sets and sketch the solution sets
- Add, subtract, multiply and divide monomials and polynomials
- Solve multistep problems, including word problems using subtraction, multiplication and division of monomials and polynomials
- Apply basic factoring techniques to second- and simple third-degree polynomials.
- Simplify fractions with polynomials in the numerator and denominator

- Add, subtract, divide and multiply rational expressions and functions
- Solve a quadratic equation by factoring or completing the square
- Apply algebraic techniques to solve rate and work problems, and percent mixture
- Understand the concepts of relation and a function and how they work in relation to one another
- Determine the domain of independent and dependent variables defined by a graph, a set of ordered pairs or a symbolic expression
- Determine whether a relation defined by a graph, a set of ordered pairs or a symbolic expression is a function and justify the conclusion
- Know the quadratic formula and are familiar with its proof
- Can complete the square with a quadratic formula
- Can use the quadratic formula to find the roots of a second-degree polynomial and how to solve quadratic equations
- Graph quadratic functions
- Understand the root of quadratic function graphing is at the x-intercepts
- Use quadratic formula or factoring technique (or both) to determine whether the graph of a graph of a quadratic function will intersect the x-axis in zero, one, or two points
- Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity. Students will visit with a guest speaker from JPL to discuss the use of Algebra in Space Science.
- Use and know the simple steps of a logical argument. This study will integrate into their Social Science and Language Arts classes in the study of logical proofs and political arguments.
- Use the properties of the number system to judge the validity of the results, to justify each step of the procedure, and to prove or disprove statements

Algebra 2

(Annual Course)
Prerequisites: Algebra 1
Text: Algebra 2, McDougal Littell

Course Description

Algebra II expands the content and concepts of Algebra I and Geometry.

Curriculum:

Students will know and be able to use:

- Solve equations and inequalities involving absolute value
- Solve systems of linear equations and inequalities in two or three variables by substitution, with graphs, or with matrices
- Adept at operations on polynomials, including long division
- Factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes
- How real and complex numbers are related both arithmetically and graphically
- Plot complex numbers as points in the plane
- Add, subtract, multiply and divide complex numbers
- Add, subtract, multiply and divide, reduce and evaluate rational expressions with monomial and polynomial denominators

- Simply complicated rational expressions
- Solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula
- Apply the above techniques in solving word problems
- Solve quadratic equations in the complex number system
- Demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions
- Graph quadratic functions (determining the maxima, minima, and zeros of the function
- Prove simple laws of logarithms
- Laws of fractional exponents
- Exponential functions involved in growth and decay
- Define logarithms to translate between logarithms in any base
- Properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values
- Truth of a specific algebraic station involving rational expressions, radical expressions or logarithmic or exponential functions
- Geometry of the graph of a conic section depends on the coefficients of the quadratic equation representing it
- Method for completing the square to put equations into standard form
- Fundamental counting principles to compute combinations and permutations and probabilities
- Binomial theorem to expand binomial expressions that are raised to positive integer powers
- Apply method of mathematical induction to prove general statements about positive integers
- Find the general term and the sums of arithmetic series and of both finite and infinite geometric series
- Derive summation formulas for arithmetic series and for both finite and infinite geometric series
- Solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.
- Justify steps in combining and simplifying functions using properties from number systems

Geometry

(Annual Course)
Prerequisites: None
Text: Geometry: An Integrated Approach-McDougal Littell

Course Description

Geometry introduces students to the study of basic figures and shapes in the plane and in space. Students will apply simple deductive reasoning to points, lines, and planes while developing relations and applications to other geometric figures. Teachers will use space science to motivate students in the practical application of the study.

Units:

Common Geometric Figures Inductive and Deductive Reasoning Proofs	Volumes and Surface Areas Proofs Congruency and Similarity Triangle Inequality Theorem	Relationships Proofs Parallel Line Problems Properties of Quadrilaterals Properties of Circles	Constructions Proofs Perimeter, Circumference, Area, Volume, Lateral Area and Surface Problems

Curriculum:
Students will demonstrate:

- Understanding by identifying and giving examples of undefined terms, axioms, theorems and inductive and deductive reasoning
- The ability to use magazine advertisements to create statements of inductive a deductive reasoning claims
- Write geometric proofs, including proofs by contradiction
- Construct and judge the validity of a logical argument and give counterexamples to disprove a statement
- Prove basic theorems involving congruence and similarity
- Prove that triangles are congruent or similar
- Use the concept of corresponding parts of congruent triangles
- Know and are able to use the triangle inequality theorem
- Prove and use theorems involving the properties of parallel lines cut by a transversal
- Understand and use the properties of quadrilaterals
- Understand and use the properties of circles
- Know, derive and solve problems involving the perimeter, circumference, area, volume, lateral area and surface area of common geometric figures
- Compute the volumes and surface areas of prisms, pyramids, cylinders, cones and spheres and have the formula for these operations committed to memory
- Compute areas of polygons and be able to apply this knowledge to work in planning the school garden
- Determine how changes in dimensions affect the perimeter, area and volume of common geometric figures and solids
- Find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems
- Prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles
- Be able to prove the Pythagorean theorem and be able to determine distance and find missing lengths of sides of right triangles
- Perform basic constructions with a straightedge and compass
- Prove that the standard construction of the perpendicular from a point to a line
- Prove theorems by using coordinate geometry
- Know the definitions of the basic trigonometric functions defined by the angles of a right triangle
- Able to use elementary relationships between angles of a right triangle to explain the larger angle and explain the rationale
- Use trigonometric functions to solve for an unknown length of a side of a right triangle,

given an angle and a length of a side
- Know and are able to use angle and side relationships in problems with special right triangles
- Prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles
- Know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections
- Use rigid motions to prove the side-angle-side criterion of triangle congruence

Trigonometry- Elective

(Semester Course)
Prerequisite: Geometry 1
Text: Larson, Algebra and Trigonometry, McDougal Littell

Course Description

Trigonometry utilizes skills and techniques from geometry and algebra. Use of trigonometric functions and the ability to prove basic identities regarding them is a major component of this course. This class is a prerequisite of calculus. Students may be taking this course concurrently with physics.

Curriculum:
Students will understand:
- Graphs of the sine and cosine functions
- How to use fundamental counting principles to compute combinations and permutations
- Half-angel and double angle formulas for sines and cosines
- DeMoivre's theorem and can give the *n*th roots of a complex number given in polar form
- Polar coordinates
- Complex numbers

Students will understand and be able to use:
- Use half-angel and double angle formulas to prove and/or simplify other trigonometric identities
- Notion of angle and how to measure it in degrees and radian
- How to convert between degrees and radians
- Definition of sine and cosine of points on a unit circle
- Pythagorean theorem and other proofs of trigonometric identities
- Simplification using identities provided
- Graph functions using amplitude, frequency, period and phase shift
- Definitions of tangent and cotangent functions and can graph them
- Definitions of secant and cosecant functions and can graph them
- Relationship of the tangent of the angle that a line makes with the x-axis and the slope of the line
- Definitions of inverse trigonometric functions and can graph the functions
- Standardize a quadratic equation to complete a square
- Recognize the above as an ellipse, circle, parabola or hyperbola and graph the equation

- Combinations and permutations to compute probabilities
- Use the binomial theorem to expand binomial expressions that are raised to positive integer powers
- Apply the method of mathematical induction to prove general statements about the positive integers
- Find the general term and the sums of arithmetic series and of both finite and infinite geometric series
- Derive he summation formulas for arithmetic series and for both finite and infinite geometric series
- Solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions
- Use properties from number systems to justify steps in combining and simplifying fractions
- Compute, by hand, values of the trigonometric functions and inverse trigonometric functions at various standard points
- Use laws of sines and the laws of cosines to solve problems
- Determine the area of a triangle, given one angle and the two adjacent sides
- Can determine polar coordinates of a point given in rectangular coordinates and vice versa
- Represent equations given in rectangular coordinates in terms of polar coordinates
- Represent complex numbers in a polar form
- Able to multiply complex numbers in their polar form
- Adept at using trigonometry in a variety of applications and word problems

Probability and Statistics- Elective

(Semester Course)
Prerequisite: None
Text: TBA

Course Description

Students at SCP will be encouraged to take this course to understand probability and enhance their abilities in processing statistical information. Classes will utilize real world examples as a foundation for study.

Units:

Probability	Interpretation of Data	Problem Solving	Problem Solving

Curriculum:

Students know and can use:

- Notion of independent events
- Rules of addition, multiplication and complementation to solve for probabilities or particular events in finite sample spaces
- Definition of conditional probability and use it to solve for probabilities in finite sample spaces
- Discrete random variables and solve for the probabilities of outcomes

- Standard distributions and solve for events in problems in which the distribution belongs to those families
- Mean and the standard of deviation of a normally distributed random variable
- Mean, median and mode of distribution of data
- Organize and describe distributions of data by using a number of different methods
- Apply knowledge to real world examples in the study of history, sociology, and science

Pre-Calculus- Elective

(Semester Course)
Prerequisite: Algebra 2
Text: Graphical Numerical Algebraic-Addison Wesley

Course Description

This course offers students an introduction to Calculus. Students will work advanced problems in the Calculus course, but this class provides a forum where students are able to work in a more relaxed atmosphere, due to the limited amount of content covered. Few high school classes have time to work through all of the material that a college-level Calculus course requires, but in offering two courses SCP will provide a Calculus class meeting the same standards of a college-level Calculus course.

Curriculum:

Students will be able to identify:
Maxima, minima, inflection points, intervals in which the function is increasing and decreasing on a function graph

Students will understand and be able to demonstrate:

- Continuity of a function
- Intermediate value theorem
- Extreme value theorem
- Derivative of a function at a point
- Notion of differentiability
- Formal definition and graphical interpretation of limit of values of function
- Definition of convergence and divergence of a function as the domain variable approaches either a number or infinity
- Chain rule and its proof and applications
- Differentiation to solve optimization in a variety of pure and applied contexts
- Mean Value of a theorem
- Differentiation to sketch, by hand and calculator, graphs of function
- Definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve and work
- Techniques of integration (substitution, parts and trigonometric substitution) and compute these by hand and with a calculator

• Apply knowledge to real world examples in the study of history, sociology, and science
Students will know and understand the importance of: • Newton's method for approximating zeros of a function • Rolle's Theorem • L'Hopital's Rule • Simpson's Rule • Improper integrals as limits of definite integrals • Taylor polynomials • Taylor series of basic functions • Elementary differential equations and applications to growth-and-decay problems

Calculus- Elective

(Semester Course)
Prerequisite: Pre-Calculus
Text: Applied Calculus- Houghton-Mifflin

Course Description

This college entry-level course will cover one variable calculus. Individual instructors will work with the school curriculum advisor and/or assistant principal in charge of curriculum to determine topics covered in one year. The College Board syllabi for Calculus AB and Calculus BC of the Advanced Placement Mathematics will serve as a guideline for curriculum coverage.

Units:

Differential equations Infinite sequences and series Intrinsic Theory Form Theory

Curriculum

Students will understand and be able to demonstrate:

- Continuity of a function
- Intermediate value theorem
- Extreme value theorem
- Derivative of a function at a point
- Notion of differentiability
- Formal definition and graphical interpretation of limit of values of function
- Definition of convergence and divergence of a function as the domain variable approaches either a number or infinity
- Chain rule and its proof and applications
- Differentiation to solve optimization in a variety of pure and applied contexts

- Mean Value of a theorem
- Differentiation to sketch, by hand, graphs of function
- Use of Riemann sums (to approximate integrals)
- Definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve and work
- Techniques of integration (substitution, parts and trigonometric substitution) and compute these by hand
- Properties of inverse trigonometric functions and express these as indefinite integrals
- Convergence and divergence of sequences and series of real numbers
- Using the comparison and ratio test and the alternate series test, determine series convergence.

Students will understand and be able to compute:

- Derivatives of higher orders
- Derivatives of parametrically defined functions
- Implicit differentiation in a wide variety of problems in physics, chemistry, economics, sociology and health
- Definition of the integral to model problems in physics and economics (obtaining the results in terms of integrals)
- Fundamental theorem of calculus and use it to interpret integrals as antiderivatives
- Integrals of rational functions by combining techniques of substitution, integration of parts, trigonometric substitution, with algebraic techniques of partial fractions and completing the square (by hand)
- Compute integrals of trigonometric functions using techniques of substitution, integration of parts, trigonometric substitution
- Radius (interval) of the convergence of power series

Students will be able to identify and use:

- Maxima, minima, inflection points, intervals in which the function is increasing and decreasing on a function graph

Students will know and understand the importance of:

- Rolle's Theorem and demonstrate application
- L'Hopital's Rule and demonstrate application

References for Mathematics

Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve, 1999

Resources for Mathematics

National Network of Eisenhower Regional Consortia Saxon Math Online

AP Calculus (AB or BC)- Elective

(Semester Course)
Prerequisite: Calculus
Text: AB- Calculus: Graphical, Numerical,Algebraic, Addison Wesley/ Pearson, BC- Calculus: Concepts and Applications, Key Curriculum

Course Description:
AP Calculus includes all of the traditional concepts, skills and applications from integral and differential calculus, studied according to the syllabus constructed for the course by the College Board. The BC syllabus - which is usually (but not always) offered as a course option- adds additional topics not found in the AB course syllabus. In both courses, a national standardized exam is taken in the spring for possible college credit.

AP Statistics- Elective

(Semester Course)
Prerequisite: Calculus
Text: Statistics – Modeling the World, Pearson/Addison-Wesley

Course Description:
AP Calculus includes all of the traditional concepts, skills and applications from integral and differential calculus, studied according to the syllabus constructed for the course by the College Board. The BC syllabus - which is usually (but not always) offered as a course option- adds additional topics not found in the AB course syllabus. In both courses, a national standardized exam is taken in the spring for possible college credit.

ENGLISH-LANGUAGE ARTS

English-Language Arts 9

(Annual Course-Grade 9)
Prerequisite: None
Text: Thomas R. Arpand and Greg Johnson, *Perrine's Literature: Structure, Sound and Sense,* Heinle & Heinle

Course Description

English-Language Arts 9AB is the first course in the high school sequence. The focus of reading activities is on fiction as well as on Greek, Roman, and Norse mythology as sources for word derivations and topics for discussion. Reading comprehension focuses on developing critical-thinking skills, such as synthesizing content and ideas from several sources, paraphrasing texts and connecting them to other sources, and original analysis. Students develop a solid understanding of workplace documents, such as business letters, memos, and manuals. Literary analysis continues the development of analytical skills developed in earlier grades, with attention to character, setting, theme, plot, and point of view. Writing activities emphasize the structural and rhetorical features of academic discourse, with particular attention to documentation, evidence, and audience. Specifically, students practice using the two major documentation formats, APA and MLA; they develop clear, nontrivial research questions requiring use of primary and secondary sources; they synthesize information from multiple sources to provide support for arguments; and they analyze and assess research information.

Themes: The World of Myths and Legends, Short Story as Art Form, World Issues

Units:

Quarter One:	**Quarter Two:**	**Quarter Three:**	**Quarter Four:**
Fable, folktales, myth, and fairy tales Poetry Speech organization Patterns and elements Paraphrasing and notetaking	The Epic Expository writing: Process analysis Poetry Persuasive essay using cause and effect organization pattern Short story elements	Drama Expository writing: Compare and Contrast Sonnet Listening to poetry Character development	Novel Descriptive essays Multimedia presentation (Outline, script, storyboarding, and technology skills combined) Written business letter

Curriculum:
Reading:
Student assignments, projects and portfolio inclusion will focus on:

- Knowledge of word origins
- Ability to determine meaning of new words in reading materials
- Use of new vocabulary words accurately
- Use of technology, scientific and mathematic terms
- Identify and use literal and figurative meanings of words
- Understanding of word derivations, particularly words from Latin
- Identification of Greek, Roman, and Norse mythology and how the myths relate to word usage
- Reading grade-level-appropriate material from *Recommended Literature, Kindergarten Through Grade Twelve*
- Reading one and one-half million words each year during the ninth and tenth grade years from a variety of classic and contemporary sources
- Reading and response to historically or culturally significant works of literature that align with themes in social study curriculum
- Understanding graphics, headers, and workplace documents
- Preparation of a bibliography of reference materials as part of a report or paper
- Preparation of a bibliography of reference materials as part of a science and math report or paper
- Generate relevant questions about issue pieces
- Determine appropriate questions from an essay or editorial
- Extend issues from primary and secondary sources by presentation in written and oral presentations. Portfolio rubrics will examine original thinking, evaluation, elaboration, and appropriate use of various forms of support to bolster thesis or argument.
- Demonstration of sophisticated learning tools by following technical directions including use of graphic calculators, specialized software programs, access guides to the World Wide Web, college Internet and resources available at the school and at local colleges and universities. Senior-level students will request library cards from a local college or university where classes will be taken for project research at least one time each semester.

- Accurate review and critique of functional documents presenting sequencing of information and procedures
- Read and analyze professional science, social science, psychological journals using a rubric asking for evaluation of evidence used, affects of organization structure, comprehensiveness of evidence, tone of text and author's qualifications

Writing and Literary Response and Analysis:
Student assignments, projects and portfolio inclusion will focus on:

- Reading and responding to historically or culturally significant works of literature that reflect or enhance the school curriculum in social science, history, current events and world cultures
- Articulation of the relationship between the expressed purposed and the characteristics of different forms of dramatic literature including comedy, tragedy, drama, and dramatic monologue. This dramatic literature will include classical and modern works.
- Comparison and the contrasting nature of similar themes or topics across genres
- Understand how selection of genre shapes the themes or topics of works
- Explanation of how interactions between main and subordinate characters in a literary text interact to affect the plot
- Determination of character traits from dialogue, dramatic monologue, soliloquy and narration of the work
- Comparison of works that express a universal theme and provide evidence to support the ideas expressed in each work
- Ability to analyze and trace an author's development of time and sequence, including the use of complex literary devices
- Recognition and understanding of the significance of various literary devices, including figurative language, imagery, allegory, and symbolism
- Explain the appeal of the same literary devices
- The ability to interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies and incongruities in texts
- Understanding the use of voice, persona, and the choice of narrator
- Identification and description of the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature
- Written and verbal evaluation of aesthetic qualities of style
- Use of correct literary criticism terminology in written and verbal assignments
- Ability to use the Historical approach in evaluation of literature
- Writing coherent and focused essays that convey well-defined perspectives and use tightly reasoned arguments
- Writing essays that have clear understanding and awareness of audience and purpose using the writing process and rubrics designed for specific purposes
- Support of a clear thesis in at least one major written reports or papers each year that include written research notes, outlines including supporting materials, and at least two revisions before the final draft
- Synthesis of information from a variety of sources that include both primary and secondary sources
- Design and publish documents by using advanced publishing software and graphic programs
- Utilization of conventionally accepted style manuals for documentation of text, notes and bibliography. While the APA will be the style manual for the school, students will

be aware of other types of citations used in fields other than the field of Science.
- Demonstrate proper integration of quotation and citations into a written text while maintaining the flow of ideas
- Utilize precision in word choice, tone and perspective
- Write at least one biographical and one autobiographical narrative, one short story, a response to literature, one research report with a bibliography, two expository compositions, two analytical essays, and two persuasive compositions each year.
- Student grading and peer evaluation rubrics will include the use of visual aids, critique of support and evidence used in the speech, appropriate sequencing, use of concrete sensory details, appropriate pacing, effective use of description, grasp of significance in literary works, appropriate use of details from the work, understanding of the author's use of stylistic devices, use technical terms and notations accurately, and use of specific rhetorical devices to support assertions.
- Use of precise and relevant evidence that address counterclaims, biases and expectations
- Understand the elements of effectively-written business letters and technical documents

Listening and Speaking

Portfolio rubric and samples of student work submitted in portfolio will reflect high standards that:

- Formulate and deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Presentations will be documented by written evaluation, peer review and digital and video storage.
- Presentations will illustrate appropriate gestures, tone and vocabulary
- Understand and demonstrate elementary debate technique and support of ideas through outlines, briefs and digital and video submissions
- Compare and contrast media coverage through various genres
- Select logical organization patterns and appropriate introductions and conclusions
- Recognition and use of classical speech form elements in formulation of arguments and panel discussions and debate demonstrations.
- A minimum of one panel or debate presentation will be required each year.
- Require the use of visual aids during speaking or panel presentation
- Ask for notes for extemporaneous delivery
- Understand the elements of rhetoric and public address including classical and modern presentations, with an emphasis on historically and culturally significant speeches
- Illustrate the impact of audience, mood and setting on a speaking event
- Identification of the aesthetic effects of a media presentation and evaluate the techniques used to create them. Shakespeare's plays will be used in both the freshman and sophomore year in both folio and film formats.
- Students will present or participate in a minimum of two of the following during the year: a narrative presentation, expository speech, interview or panel discussion, oral response to literature, presentation of a position on a hypothesis related to math or science, Science project demonstration, and a panel or debate on a topic related to math or science.

Grade 9 Literature Selections:

Paton, *Cry the Beloved Country* Potter/Globe, *Myths and Folktales around the World* Homer, *The Odyssey* Huong, *Paradise of the Blind* Shakespeare, *Romeo and Juliet* Achebe, *Things Fall Apart* Rosenberg, *World Mythology* Keene, ed. *Anthology of Japanese Literature* Angus, ed., *The Best Short Stories of the Modern Age* Sabin, ed., *Classical Myths That Live Today* McNess, ed., *Contemporary Latin American Short Stories* Bellow, ed., *Great Jewish Short Stories* Carreras de Zapata, ed., *Short Stories by Latin American Women: The Magic and the Real* Shulman, *West Side Story* Tharu and Lalita, eds., *Women Writing in India* Sophocles, *Oedipus Rex* Rexroth, ed., *One Hundred Chinese Poems* Fitzgerald, "Bernice Bobs Her Hair" Minatoya, *Talking to High Monks in the Snow* Momaday, *House Made of Dawn*	Warren, ed., Short Story Masterpieces Howes, ed., *Eye of the Heart: The Short Stories of Latin America* Birch, ed., *Anthology of Chinese Literature, Volumes I & II* Marquez, *Chronicle of a Death Foretold* Connel, *The Most Dangerous Game* Buck, *The Good Earth* Malamud, *The Magic Barrel* Homer, *The Odyssey* Alvarez, Julia, *How the Garcia Girls Lost Their Accent* Carter, Forrest, *The Education of Little Tree* Shaw, George Bernard, *Pygmalion* Potok, Chaim, *The Chosen* Bronte, Emile, *Wuthering Heights* Dickens, Charles, *Great Expectations* Bradbury, Ray, *The Martian Chronicles* Tennyson, *Idylls of the King* Homer, *Iliad* Shakespeare, *Julius Caesar* Waugh, *The Loved One* Moore, ed., *Modern Poetry from Africa* Hershey, *A Single Pebble* McCullers, *The Heart is a Lonely Hunter* Steinbeck, *Of Mice and Men* or *The Pearl* Hinton, *The Outsiders* Anaya, Rudolfo, *Bless Me Ultima*

English-Language Arts

(Annual Course-Grade 10)
Prerequisite: English
Text: Thomas R. Arpand and Greg Johnson, *Perrine's Literature: Structure, Sound and Sense,* Heinle & Heinle

Course Description

English-Language Arts 10AB continues the work of English-Language Arts 9AB (the continuation is so seamless that the state standards conflate the two courses into a single description). The course stresses independent reading, and state guidelines quantify the amount of independent reading, specifying 1–1.5 million words annually. The course continues the focus on documentation, evidence, and audience in written discourse, but paper length increases to 1,500 words. With regard to oral discourse, the focus is on longer, more complex presentations that use a variety of delivery techniques involving gestures,

intonation, eye contact, and so forth. Students are expected to use various visual aids and electronic media to enhance their oral presentations.

Themes: Diversity, Slavery and Freedom, Decision Making, Life's Challenges

Units:

Quarter One:	**Quarter Two:**	**Quarter Three:**	**Quarter Four:**
Drama Comedy, dramatic monologue, tragedy Classic tragedy and Shakespearian tragedy Soliloquy and narration Symbols, allegory, figurative language, imagery	Public address Rhetoric Narrative essay Non-Fiction work Biography and autobiography	Argument and persuasion The Essay form Drama and tragedy Poetry Symbols, allegory, figurative language, imagery	Research paper World literature-fiction World Literature-poetry Multimedia presentations (planning, outlining, script, storyboard, and technology skills combined)

Curriculum:
Reading
Student assignments, projects and portfolio inclusion will focus on:

- Enhancement of knowledge of word origins
- An ability to determine meaning of new words in reading materials, with a focus on scientific documents and reports
- Accurate use of new vocabulary words
- Correct use of technology, scientific and mathematic terms
- Continue to enrich the ability to identify and use literal and figurative meanings of words
- Understanding of word derivations, particularly words from Latin
- Identification of Greek, Roman, and Norse mythology and how the myths relate to word usage
- Reading grade-level-appropriate material from *Recommended Literature, Kindergarten Through Grade Twelve* (suggested reading list)
- Reading and response to historically or culturally significant works of literature that align with themes in social study curriculum
- Understanding graphics, headers, and workplace documents
- Preparation of a bibliography of reference materials as part of a report or paper
- Preparation of a bibliography of reference materials as part of a science and math report or paper
- Generate relevant questions about issue statements
- Determine appropriate questions from an essay or editorial
- Extend issues from primary and secondary sources in written and oral presentations. Portfolio rubrics will examine original thinking, evaluation, elaboration, and appropriate use of various forms of support to bolster thesis or argument.
- Continue demonstrations of sophisticated learning tools by following technical

directions including use of graphic calculators, specialized software programs, access guides to the World Wide Web, college Internet and resources available at the school and at local colleges and universities. Senior-level students will request library cards from a local college or university where classes will be taken for project research at least one time each semester.

- Accurate review and critique of functional documents presenting sequencing of information and procedures
- Read and analyze professional science, social science, psychological journals using a rubric asking for evaluation of evidence used, affects of organization structure, comprehensiveness of evidence, tone of text and author's qualifications

Writing and Literary Response and Analysis
Student assignments, projects and portfolio inclusion will focus on:

- Reading and responding to historically or culturally significant works of literature that reflect or enhance the school curriculum in social science, history, current events and world cultures
- Articulation of the relationship between the expressed purposed and the characteristics of different forms of dramatic literature including comedy, tragedy, drama, and dramatic monologue. This dramatic literature will include classical and modern works.
- Comparison and the contrasting nature of similar themes or topics across genres
- Explanation of how interactions between main and subordinate characters in a literary text interact to affect the plot
- Determination of character traits from dialogue, dramatic monologue, soliloquy and narration of the work
- Comparison of works that express a universal theme and provide evidence to support the ideas expressed in each work
- Ability to analyze and trace an author's development of time and sequence, including the use of complex literary devices
- Explaining the appeal of the significance of various literary devices, including figurative language, imagery, allegory, and symbolism
- The ability to interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies and incongruities in texts
- Understanding the use of voice, persona, and the choice of narrator
- Identification and description of the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature
- Written and verbal evaluation of aesthetic qualities of style
- Use of correct literary criticism terminology in written and verbal assignments
- Ability to use the Historical approach in evaluation of literature
- Writing coherent and focused essays that convey well-defined perspectives and use tightly reasoned arguments
- Writing essays that have clear understanding and awareness of audience and purpose using the writing process and rubrics designed for specific purposes
- Support of a clear thesis in at least two major written reports or papers each year that include written research notes, outlines including supporting materials, and at least two revisions before the final draft
- Synthesis of information from a variety of sources that include both primary and secondary sources
- Design and publish documents by using advanced publishing software and graphic

programs
- Utilization of conventionally accepted style manuals for documentation of text, notes and bibliography. The APA will be the style manual for the school, but students will understand other types of citations used in fields other than the field of Science.
- Demonstrate proper integration of quotation and citations into a written text while maintaining the flow of ideas
- Utilize precision in word choice, tone and perspective
- Write at least one biographical and autobiographical narrative, two short stories, two responses to literature, one major research report, two expository compositions, two analytical essays and two persuasive compositions each year. Student grading and peer evaluation rubrics will include the use of visual aids, coherent use of support and evidence, appropriate sequencing, use of concrete sensory details, appropriate pacing, effective use of description, grasp of significance in literary works, appropriate use of details from the work, understanding of the author's use of stylistic devices, use technical terms and notations accurately, and use of specific rhetorical devices to support assertions.
- Use of precise and relevant evidence that address counterclaims, biases and expectations
- Written business letters and technical documents

Listening and Speaking
Portfolio rubric and samples of student work submitted in portfolio will reflect high standards that:

- Formulate and deliver two focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Presentations will be documented by written evaluation, peer review and digital or video storage.
- Require an in-depth analysis of a taped presentation that evaluates the speaker's use of gestures, use of tone and vocabulary
- Understand and demonstrate elementary debate technique and support of ideas through outlines, briefs and digital and video submissions
- Compare and contrast media coverage through various genres
- Recognition and use of classical speech form elements in formulation of arguments and panel discussions and debate demonstrations.
- Require participation in a debate on a policy issue
- Demonstrate sophisticated use of visual aids during speaking or panel presentation
- Ask for notes for extemporaneous delivery
- Listen with a rubric for elements of rhetoric and public address including classical and modern presentations, with an emphasis on historically and culturally significant speeches
- Identification of the aesthetic effects of a media presentation and evaluate the techniques used to create them
- Students will present or participate in a minimum of one of the following during the year: narrative presentation, expository speech, interview or panel discussion, oral response to literature, presentation of a position on a hypothesis related to math or science, Science project demonstration, and a panel or debate on a topic related to math or science.

Grade 10 Literature Selections:

Randall, ed., *Black Poets* Brucheas, ed., *Breaking Silence: An Anthology* Crow, Dog, *Lakota Woman* Wilson, *Fences* Potok, *The Chosen* Wang & Zhae, eds., *Chinese American Poetry* Chapman, ed., *Black Voices* Tan, Amy, *The Joy Luck Club* Baldwin, James, *Go Tell It on the Mountain* King, Martin Luther, Jr., *I Have a Dream* Alexie, *The Lone Ranger and Tonto Fistfight in Heaven* Cather, Willa, *My Antonia* White, *The Once and Future King*	Shakespeare, William, *Macbeth* Douglas, Frederick, *Narrative of the Life of Frederick Douglas* Ibsen, Henrik, *Hedda Gabler* Anonymous, Beowulf Euripides, *Medea* Knowles, John, *A Separate Peace* Bronte, Charlotte, *Jane Eyre* Hammett, Dashiell, *The Maltese Falcon* Selection of historic speeches from world leaders Selection of speeches from today's leaders (*Congressional Record*) *The Canterbury Tales* Mallory, *Morte D'Arthur*

English-Language Arts 11

(Annual Course—Grade 11)
Prerequisite: English 10
Text: X.J. Kennedy and Dana Gioia, *Literature: An Introduction to Fiction, Poetry and Drama*, Longman and Thomas S. Kane, *Writing Prose: Techniques and Purposes*

Course Description

The focus in English-Language Arts 11 is on helping students develop analytical and evaluative skills. The course continues the emphasis on etymology and morphology but concentrates more on vocabulary common to disciplines other than English. Reading activities focus on public documents such as policy statements, speeches, and debates. Point-of-view essays from newspapers and magazines are rich sources of instructional materials at this level. In addition, English-Language Arts 11AB continues the focus on literature and literary genres, with a new emphasis on subgenres such as satire and parody. Students are expected to contrast the major literary forms and characteristics of certain literary periods, relate literary works and authors to major themes and historical issues, and analyze the philosophical, political, religious, ethical, and social influences that have shaped literature in certain periods. With regard to writing, students are expected to demonstrate full knowledge of the basic elements of written discourse. They are expected to write well-structured arguments with good support and to employ rhetorical devices and visual aids to enhance meaning. Their use of language is expected to be fresh. In addition, students are required to deliver polished formal and extemporaneous reflective presentations, oral reports on historical investigations, oral responses to literature, multimedia presentations, and recitations of poems, selections from speeches, or dramatic soliloquies.

Themes: Change Over Time in America, Continuity of Life, Themes of American History, Heritage of the American People, Irony and Satire

Units:

Quarter One:	Quarter Two:	Quarter Three:	Quarter Four:
Satire, parody and allegory Poetry Short story Exposition Listening Skills Notetaking Business letter Reports and technical papers	Drama Poetry and figurative language Poetry recitation Literary movements Archetype Symbols, allegory, figurative language, imagery	Fiction Literary movements Elements of short stories Poetry and figurative language Autobiographical essay (college essay)	Essays Listening to logical appeals Etymology of political science and historical terms Non-Fiction Multimedia presentation (Outline, script, research, storyboard and multimedia elements combined) Argument/Persuasion: Fallacies and persuasive organization patterns Workplace writing

Curriculum:
Reading
Student assignments, projects and portfolio inclusion will focus on:

- Continued development of vocabulary and application of knowledge of word origins to determine the meaning of new words
- Tracing the etymology of key terms used in political science and history
- Application of Greek, Latin, and Anglo-Saxton roots and affixes to draw inferences on math and scientific terminology
- The meanings of analogies
- Reading and understanding grade-level-appropriate *Recommended Literature, Kindergarten Through Grade Twelve* (suggested literature included for this grade level)
- Reading two-million words each year that includes classic and contemporary literature, magazines, newspapers and online information
- Demonstrate the ability to analyze both the features and rhetorical devices of different types of public documents
- Verification of facts presented in expository texts
- The ability to make reasonable assertions about author's arguments
- Determine the truthfulness of public arguments by critiquing the power, validity of arguments
- Read and respond to historically or culturally significant works of literature that reflect and enhance social science themes

- Analyze characteristics of the subgenres of satire, parody, allegory, pastoral that are used in poetry, prose, plays, novels, short stories, essays and other genres
- Understanding the ways in which the theme or meaning of a selection represents a view or comment on life using examples and textual evidence to support claims
- Discuss the ways in which irony, tone, mood, style and language achieve rhetorical or aesthetic purposes or both
- Identify and analyze ways poets use imagery, personification, figures of speech and sounds relate to reader's emotions
- Analyze recognized works of American literature from the colonial period until today and be able to contrast the major periods, themes, styles and trends within the historical period that shaped characters, plots and settings
- Understand the use of archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings
- Analyze recognized works of world literature from a variety of authors by contrasting major literary forms, techniques, and characteristics of the major literary periods (Homeric Greece, medieval, romantic, neoclassic, modern)
- Analyze the clarity and consistency of political assumptions in a literary works and essays
- Use the Philosophical Approach to analyze literary works

Writing
Student assignments, projects and portfolio inclusion will focus on:

- Written work that presents a well-defined perspective and tightly reasoned argument that is coherent and focused
- Demonstrate an understanding of the elements of discourse when writing
- Use point of view, style and characterizations for specific rhetorical and aesthetic purposes
- Use sophistication in structuring ideas in arguments
- Use rhetorical devices to enhance meaning
- Development of a natural and fresh style
- Ability to write with a specific tone
- Understand and utilize clear research design in approaching research and outlines for projects and assignments
- Use systematic online strategies to organize and record information
- Demonstrate ability to integrate databases, graphics and spreadsheets into word processed documents
- Revise text to highlight individual voice, improve sentence variety and style and enhance subtlety of meaning and tone
- Student work in narration, exposition, persuasion and description in texts of at least 1,500-words using standard American English
- Portfolio assignments will include: fictional, autobiographical or biographical narratives, responses to literature, reflective compositions, historical investigation, job applications and resumes, and multimedia presentations

Speaking and Listening
Portfolio rubric and samples of student work submitted in portfolio will reflect high standards for:

- Demonstration use of Standard English in writing and speaking

- Improvement in oral communication over previous years as documented in peer and faculty rubric evaluations
- Identify strategies used by the media and the effect the messages have on the democratic process
- Interpret and evaluate manner events are presented

English 11 Literature Selections:

Chief Joseph, *I Will Fight No More Forever*	Hurston, Zora Neale, *Their Eyes Were Watching God*
Franklin, Benjamin, *Autobiography*	Lee, Harper, *To Kill a Mockingbird*
Chopin, Kate, *The Awakening*	Thoreau, Henry David, *Walden*
Ibsen, Henrik, *A Doll's House*	Steinbeck, John, *The Grapes of Wrath*
Heller, Joseph, *Catch 22*	Williams, Tennessee, *The Glass Menagerie*
Steinbeck, John, *Tortilla Flat*	Donne, *Death Be Not Proud*
Wright, Richard, *Native Son*	O'Conner, Flannery, Selection of short stories
Kerouac, Jack, *On the Road*	Whitman, Walt, Selection of poems
Franklin, Benjamin, *Poor Richard's Almanac*	Twain, Mark, *Life on the Mississippi*
London, Jack, *The Sea Wolf*	Rowland, Mary, "A Narrative of the Captivity"
Allende, Isabelle, *The House of the Spirits*	Edwards, Jonathan, "Sinners in the Hands of an Angry God"
Camus, Albert, *The Guest*	Henry, Patrick, "Speech to the Virginia Convention"
Hawthorne, Nathaniel, *The Scarlet Letter*	King, Martin Luther, Jr., "I Have a Dream"
Crane, Stephen, The Red Badge of Courage	Steinbeck, John, Nobel Prize Acceptance Speech
Wilder, Thorton, *Our Town*	Hemingway, Ernest, Nobel Prize Acceptance Speech
Shakespeare, William, *Midsummer Night's Dream*	
Bradbury, Ray, *Fahrenheit 451*	
Gaines, Ernest, *A Lesson Before Dying*	
Faulkner, William, Nobel Prize Acceptance Speech	

English-Language Arts 12

(Annual Course-Grade 12)
Prerequisite: English 11
Text: Edward Corbett and Robert Connors*, Literature: Structure, Sound, and Sense* and *Classical Rhetoric for the Modern Student.* Fourth Edition, Oxford University Press

Course Description

English-Language Arts 12AB continues the focus on developing students' analytical and evaluative skills. The course continues the emphasis on etymology and morphology and vocabulary common to disciplines other than English. Reading activities focus on public documents such as policy statements, speeches, and debates. Point-of-view essays from news papers and magazines are rich sources of instructional materials at this level. In addition, English-Language Arts 12AB continues the focus on literature and literary genres and subgenres such as satire and parody. The course also focuses on the historical genres and literary traditions of American and world literature. At a more sophisticated level, students are expected to contrast the major literary forms and characteristics of certain literary periods,

relate literary works and authors to major themes and historical issues, and analyze the philosophical, political, religious, ethical, and social influences that have shaped literature in certain periods. With regard to writing, students are expected to demonstrate full knowledge of the basic elements of written discourse. They are expected to write well-structured arguments with good support and to employ rhetorical devices and visual aids to enhance meaning. They should integrate databases, graphics, and spreadsheets into word processing documents. Their use of language is expected to be fresh. In addition, students are required to deliver polished formal and extemporaneous reflective presentations, oral reports on historical investigations, oral responses to literature, multimedia presentations, and recitations of poems, selections from speeches, or dramatic soliloquies.

Themes: Dealing with Challenges, Life Examined and Choices, Power and Challenging Power, Government and the Governed, Satire and the Essay

Units:

Quarter One:	**Quarter Two:**	**Quarter Three:**	**Quarter Four:**
College essay Resume Autobiographical essay Poetry Interview questions and answers College essay	Business letter Chronological summary of event Laboratory narrative report College essay	Persuasive speech outline Biography of scientist or mathematician Research on current event Outline of current event issues Critique of persuasive speech/political speech	Multimedia presentation (Research, outline, script, storyboard and technology elements combined) Storyboard and script for presentation Letter to the editor Letter of request Persuasive speech, research, outline

Curriculum:
Reading
Student assignments, projects and portfolio inclusion will focus on:

- Continued development of vocabulary and application of knowledge of word origins to determine the meaning of new words
- Application of Greek, Latin, and Anglo-Saxton roots and affixes to draw inferences on math and scientific terminology
- Reading and understanding grade-level-appropriate *Recommended Literature, Kindergarten Through Grade Twelve*
  (Suggested reading list included)
- Reading two-million words each year that include classic and contemporary literature, magazines, newspapers and online information
- Demonstrate the ability to analyze both the features and rhetorical devices of different types of public documents
- Verification of facts presented in expository texts
- The ability to make reasonable assertions about author's arguments
- Determine the truthfulness of public arguments by critiquing the power, validity of arguments
- Read and respond to historically or culturally significant works of literature that reflect

and enhance economic and governmental themes
- Analyze characteristics of the subgenres of satire, parody, allegory, pastoral that are used in poetry, prose, plays, novels, short stories, essays and other genres
- Understanding the ways in which the theme or meaning of a selection represents a view or comment on life using examples and textual evidence to support claims
- Discuss the ways in which irony, tone, mood, style and language achieve rhetorical or aesthetic purposes or both
- Analyze recognized works of American literature from the colonial period until today and be able to contrast the major periods, themes, styles and trends within the historical period that shaped characters, plots and settings
- Understand the use of archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings
- Analyze recognized works of world literature from a variety of authors by contrasting major literary forms, techniques, and characteristics of the major literary periods (Homeric Greece, medieval, romantic, neoclassic, modern)
- Analyze the clarity and consistency of political assumptions in a literary works and essays

Writing

Student assignments, projects and portfolio inclusion will focus on:

- Written work that presents a well-defined perspective and tightly reasoned argument that is coherent and focused
- Demonstrate an understanding of the elements of discourse when writing
- Use point of view, style and characterizations for specific rhetorical and aesthetic purposes
- Use sophistication in structuring ideas in arguments
- Use rhetorical devices to enhance meaning
- Development of a natural and fresh style
- Demonstrate an ability to write with a specific tone
- Utilize clear research design in approaching research and outlines for projects and assignments
- Use systematic online strategies to organize and record information
- Demonstrate ability to integrate databases, graphics and spreadsheets into word processed documents
- Revise text to highlight individual voice, improve sentence variety and style and enhance subtlety of meaning and tone
- Student work in narration, exposition, persuasion and description in texts of at least 2,000-words using Standard American English
- Portfolio assignments will include: fictional, autobiographical or biographical narratives, responses to literature, reflective compositions, historical investigation, job applications and resumes, and multimedia presentations

Speaking and Listening

Portfolio rubric and samples of student work submitted in portfolio will reflect high standards for:

- Demonstration use of Standard English in writing and speaking
- Improvement in oral communication over previous years as documented in peer and faculty rubric evaluations
- Identify strategies used by the media and the effect the messages have on the democratic

process
- Identify the use of inductive and deductive reasoning and use of syllogisms and analogies in works of literature
- Use technical language in topical math and science assignments
- Use rubric to critique taped presentation in the areas of logical, ethical and emotional appeals, research, diction and syntax, pronunciation and enunciation
- Identify logical fallacies used in oral presentation and news coverage
- Analyze four basic types of persuasive speech, including policy
- A polished formal and extemporaneous presentation
- Deliver at least one oral report during each semester of the junior and senior year on historical investigations, reflective presentation and/or a response to literature
- Deliver a multimedia presentation that meets rubric requirements for an effective program. This presentation must include research, a written outline, storyboard and research.
- Demonstration of mastery of rubric critique to evaluate dramatic performances of literature by using critique rubric each semester during the junior and senior years

Grade 12 Literature Selections:

Kesey, Ken, *One Flew Over the Cuckoo's Nest* Burgess, Anthony, *A Clockwork Orange* Garcia Marquez, Gabriel, *One Hundred Years of Solitude* Nafisi, Azar, *Reading Lolita in Tehran* Rodriguez, Richard, *Hunger of Memory* Albom, Mitch, *Tuesdays with Morrie* Hosseini, Khaled, *Kite Runner* Marquez, *Love in the Time of Cholera* Conrad, *Heart of Darkness* Camus, Albert, *The Plague* Stoppard, *Rosencrantz and Guildenstern Are Dead* Hardy, *The Mayor of Casterbridge* Shakespeare, *King Lear, Othello or Hamlet* Emerson, Ralph Waldo, *Self Reliance* Fitzergerald, F. Scott, *The Great Gatsby* Levy, Cesar Chavez, *Autobiography of La Causa*	Orwell, *1984 or Animal Farm* Huxley, *Brave New World* Golding, William, *Lord of the Flies* Orwell, George, *Shooting an Elephant* Hesse, Herrmann, *Siddhartha* Camus, Albert, *The Stranger* Swift, Jonathan, *A Modest Proposal* Auden, WH, *The Unknown Citizen* Shelley, "Ozymandias" Dostoevsky, *Crime and Punishment* Tolstoy, *The Death of Ivan Ilych* Remarque, E., *All Quiet on the Western Front* Vonnegut, Kurt, *Slaughterhouse-Five* Cisneros, Sandra, *The House on Mango Street* Baldwin, Alex, *The Fire Next Time* Miller, Henry, *Death of a Salesman* Albee, Edward, *The American Dream and Zoo Story*

References for Language Arts Curriculum

Reading/Language Arts Framework for California Public Schools, California Department of Education

Recommended Literature Grades Nine Through Twelve, California State Department of Education

Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades Four Through Twelve, California State Department of Education

Recommended Resources for Language Arts Curriculum

Teach Tolerance.org National Council for the Teachers of English/Exxon Mobil Masterpiece Theater Literature Curriculum

SOCIAL SCIENCES

Life Skills

(Semester Course)
Prerequisite: None
Text: Selection will be by the instructor for the units of study. Instructors will select texts from state, district and department approved textbooks.

Course Description:

The Life Skills semester course will focus on study skills, time management and core research materials. Students will also do work in small group and partner assignments in order to develop a sense of teamwork and cooperation. This course will also review the student portfolio and assist in developing a voice for student work and self-assessment. Guest speakers will discuss the demands of college and students will take a career inventory test to assist them in exploring employment options matching their test profile. The concept of "Service" and the school service learning programs will be highlighted in this course. Students will be responsible for scheduling work in the school garden and the battery recycling program. Students will schedule volunteer time in the school peer-tutoring program as part of the course requirements for this course.

Themes: Service Learning, Personal Planning and Budgeting, Time Management, Wellness, Safety

Topical Coverage:

Quarter One	Quarter Two
Leadership, Collaboration and Cooperation Self-assessment and Reflection Goal Setting	Critical Thinking and Problem Solving Citizenship Money Management and Budgeting

Self-discipline	

Units:

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
- Develop organizational skills to create and maintain a personal portfolio
- Understand cultural elements in social skills and practices

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 his/her role as a community member
- Become aware of his/her ability to affect the community
- Be an active member of the school community
- Reflect on and evaluate their own and others' learning, adaptability, and resourcefulness
- Reflect on academic work and determine areas for advancement and improvement using appropriate rubrics

Goal Setting: Students will learn to set short-term and long-term goals in keeping with the student's own goals and abilities. **They will:**

- Make decisions and choices for the future
- Understand school and testing standards and be able to make their own achievement goals and benchmarks to meet the se standards
- Work with family and guardians to create options for themselves
- Use a constructive manner to set and attain personal goals
- Create a positive self-image and be able to visualize self in the future
- Understand the variables of life forces and develop the maturity and flexibility to modify goals as situations change
- Establish both long and short-term academic goals

Self-discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the school 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 strategy groups
- 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 school or teacher intervention is necessary
- Develop skills to answer peer pressure, bullying and teasing

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 and accept the consequences in a rational manner
- Be able to develop an opinion and defend that opinion with supporting examples in writing or in speech
- 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
- Develop sequential reasoning skills and be able to apply them in a real-life situation

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 school including recycling and participating in forums to determine safe environmental practices at the school.
- Obey laws and participate in a student court structure to maintain a safe school community
- Voice their opinions as a requirement of democracy. This will include active participation in voting and directed political and social action campaigns at the school.
- Function in cross-cultural interactions at each grade level
- Understand the role of global citizenship
- Take an active role in the school and activities of the local community
- Be aware of peaceful coexistence and practice peace
- Understand citizenship in a national context and be prepared to exercise their duties and utilize their rights

Money Management and Budgeting:
Students will understand:

- Personal budgeting
- Managing credit cards and credit debt
- All students will complete the FDIC Money Smart computerized program of instruction

World History

(Annual Course)
Prerequisite: None
Text: Roger Beck, et al. *World History: Patterns of Interaction* (McDougal Littell)

Course Description

This course is designed to promote an appreciation, understanding and enjoyment of past events within world history, as well as to appreciate the current events that will become history. This course will focus

on developing or enhancing each student's thinking process, reading writing and commenting on the history.

Course will integrate the study of world geography and cultures with current events. Students will use online newspapers and news magazine for the core readings in this class. The study will enhance objectives of the Language Arts curriculum for grades 6-9 by examination of motivation and source credibility, creation of solid reasoning and discovery of the use of fallacies of logical arguments. Students will write position papers on topics related to current events using Internet and print resources. APA will be used as the required style manual in this course.

Themes: Change Over Time, Diversity and Similarities, Culture

Units:

Quarter One	Quarter Two	Quarter Three	Quarter Four
Panel Discussion: Finding Issues-Great Britain and the Colonies Transportation and Travel Primary Sources	Panel Discussion: Finding Issues-Native Americans and Westward Expansion The Office of the President Research Skills	Panel Discussion: Finding Issues-Slavery and the Civil War The Power of Congress Style Sheets	Panel Discussion: Finding Issues-America First or World War The Role of the Supreme Court Secondary Sources Multimedia Presentation

Curriculum:
Western Political Thought:

- Students will understand the relationship with the ethical and moral principles of Judaism, Greek and Roman philosophy, and Christianity.
- Guest speakers will contribute a significant amount of discussion to this unit.

Glorious Revolution, French and American Revolutions:

- **Students will understand how each revolution** differed and resembled each other
- Major philosophers will be the subjects of biographical study
- Students will list the principles of the major documents influence the development of the United States government by reading elements of each online at the Library of Congress and on the Gutenberg Project
- Students will also understand the unique nature of the American Revolution
- Students will know how the French Revolution lead to changes leading to the Age of Napoleon
- Napoleon will be studied as a biographical figure
- The spread of nationalism across Europe will be traced from the rise of Napoleon through the Revolutions of 1848

Industrial Revolutions of England, France, Germany, Japan and the US:
Students will understand:

- **These resolutions** will be examined in detail using a spreadsheet to chart similarities and differences
- Emphasis will be made on new forms of energy and this will be integrated into the study of science this year
- Biographies of famous inventors will be part of the multimedia presentation this school year
- Students will be able to describe, using maps and routes, the growth of population, migrations and growth of cities
- Students will research in the US Departments of Population, Commerce and Labor to develop thesis statements for this research
- Links between natural resources and industry will be linked to the recycling project and the school garden projects
- Students will debate the merits and disadvantages of Utopianism, Social Democracy,

Socialism and Communism
- Students will understand the differences in Communistic systems
- Romantic art and literature will be explored through short readings and online visits to world museums including Japanese, German, French and British museums and portrait galleries
- Language Arts will integrate assignments for this unit

New Imperialism in Africa, Southeast Asia, China, India, Latin America, and the Philippines:
Students will understand:
- Two areas will be studied each year and these will rotate with the Language Arts reading curriculum in short stories and poetry
- The rise of economics, political power, use of technology and land resources, national hegemony, colonial rule and struggles for independence will be major themes for study

The causes of the First World War:
Students will understand:
- World War I will be analyzed and debated in a panel format
- Students will be required to do research and create electronic note cards for their research
- Students will map major campaigns and turning points
- The Russian Revolution will be examined through a biographical study of the Romanoff Family and their demise
- The America First and Peace Movement will be the focus of discussion centered on intervention or isolationism
- Human rights will be studied in this time period and linked to human rights work today

Effects of First World War:
Students will understand:
- The effects will be discussed and debated
- Biographical study of Woodrow Wilson
- The goals of a League of Nations will be the focus
- Students will design their own world court and international forum
- The Arts during this period will be explored online at virtual museums

The rise of totalitarian governments after World War I:
Students will understand:
- **The reasons for the rise** will be the focus of study for one unit that includes the Russian Revolution
- Stalin's rise to power
- The human costs of totalitarian regimes in Germany, Italy and the Soviet Union
- This unit will ask students to trace the world opinion regarding leaders of this movement
- The focus on the Nazi Party and Hitler will provide an opportunity for deep analysis since Hitler was voted *Time* Magazine's man of the year for more than one year before World War II
- Students will examine Amnesty International's site and debate, using violations of human rights and degree of public suppression, current countries meeting the criterion of "totalitarian regimes."

The reasons for World War II and the Consequences of that War:
Students will:

- Compares the drive for empire in the world during the 1930s and 1940s
- Options of intervention appeasement and isolationism will be debated
- Biographies of key figures will be included as assignments in this unit
- Students will debate in a world court the decision to drop the atomic bomb
- Discussion of the Nazis and the Holocaust will include instructional materials from the US Holocaust Museum
- The effects, human and economic, will be discussed and students will hear guest speakers talking about the effects of war
- Field trips to the local Japanese and Holocaust museums will be part of the curriculum
- Students will work with curriculum materials from the Southern Poverty Leadership Center on this period of time

International development post-WWII:
Students will understand:

- Economic and military power shifts caused by the war
- Causes and effects of the Cold War, Truman Doctrine and the Marshall Plan
- Fear of Communism
- Causes of the Chinese Civil War
- Reasons for the uprisings in eastern European countries
- Forces of nationalism in the Middle East
- Reasons for collapse of the Soviet Union
- Students will use educational materials from the United Nations to discuss the advantages and disadvantages of the organization
- US membership in other pacts and organizations will be debated as a class.
- The transformation of the Soviet Union from 1945 until today
- Guest speakers will be the core of the curriculum dealing with the human costs of war, totalitarian rule, and civil unrest

Nation building in the contemporary world:

- **New nations** will be the subject of this revolving unit of study.
- Middle East will be the focus for each year
- The second unit will rotate with Africa, Mexico, Latin American countries and China. The challenges of the region, recent history, and important trends will be featured. Students will be assigned topics and create oral presentations that will be viewed and collected as part of a school library.

The World Economy and the information, technological and communications revolutions:
Students will:

- Create a timeline or information, technology and communications that will be placed in the classrooms as a reference point for literature and cultural study

United States History

(Annual Course)
Prerequisite: World History
Text: Cayton, *America: Pathways to the Present*, Pearson/Prentice Hall

Course Description

This course is designed to offer students a comprehensive look at the development of from the Reconstruction through the 21st Century. Students will practice chronological and spatial thinking, historical interpretation, and research. Students will gain an understanding of how history relates to our contemporary world as the causal relationship between historical and current events is explored.

Review the major themes from grade eight and continue with the study of United States History and its position in world affairs will cover the first quarter or less. Concentrated study will focus on the Industrial Revolution through current history to discover threads that run from 1900 until today. Extended readings will tie literature from the Language Arts course to events in American History.

Themes: Democracy, Change over Time, War and Peace

Units:

Quarter One	Quarter Two	Quarter Three	Quarter Four
Panel Discussion: Finding Issues-Great Britain and the Colonies Transportation and Travel Primary Sources	Panel Discussion: Finding Issues-Native Americans and Westward Expansion The Office of the President Research Skills	Panel Discussion: Finding Issues-Slavery and the Civil War The Power of Congress Style Sheets	Panel Discussion: Finding Issues-America First or World War The Role of the Supreme Court Secondary Sources Multimedia Presentation

Curriculum:

Review of the Ideals and Philosophical Foundation for the US:

- Enlightenment and rise of democratic ideals
- Ideological origins of the American Revolution and debate of these issues in today's world
- Federal vs. state's rights
- Growing democratization
- Effects of the Civil War and Reconstruction and the effects of racism and discrimination
- Effects of the Industrial Revolution

Rise of Industrialism:

Students will understand:

- **The reasons for** large-scale rural-to-urban migration and massive immigration from Southern and Eastern Europe
- Immigration will be studied through a research project that requires each student to research online one family. Students will pair with one researching a family in a rural area and the other researching a separate family in an urban area. Pairs will then compare and contrast the experiences of their topics.
- Readings from *The Jungle* and evaluate the working conditions of this period with those of today
- Track industrialization using Department of Commerce and Labor records
- The significance of rusts, cartels, political parties, laws and regulations on local, state and federal levels
- Natural resources used during this period and the reasons for use
- The Progressive, Social Darwinist, and Populist agendas
- The role of geography in the industrial world
- Curriculum materials from the National Geographic Society

Religion will be studied and understood through:

- Analysis of religious contributions
- Examination of religious revivals and their leaders
- Examination of CA in the twentieth century
- Discussion of the religious liberties expanded through First Amendment challenges to the US Supreme Court.

Rise of US as World Power:

Students will study and understand:

- The Open Door policy
- Spanish American War
- US territorial expansion
- Revolution in Panama
- TR's Big Stick policy
- Dollar Diplomacy and Moral Diplomacy
- The two policies above will be compared and contrasted using a spreadsheet
- The Home Front in WWI will be done through reading selections from Studs Terkel
- Role of Great Britain in the world will be taught through a comparison of the country today
- The recycling project and school garden will assist in demonstrating home front activities in both WWI and in WWII.

The 1920s: Study will emphasize the large grey area in historical interpretation and encourage

students to make their own interpretations of key events. Written reports and oral presentations will be judged on use and quality of supporting materials, rather than on "political correctness" in interpretation.

Students will know and understand:

- Policies of Harding, Calvin Coolidge and Hoover
- International and domestic events and philosophies. Students will debate the events of the 1920s using the events of today.
- Eighteenth and Nineteenth Amendments
- Harlem Renaissance will integrate study with Language Arts, Music and Art Appreciation courses
- Influence of radio and movies on popular culture
- Mass production techniques, growth of the cities, and impact of new technologies. Students will visit history exhibits at the LA County Museum of Natural History to examine LA in this period.
- Fine art will be used to illustrate this unit. Students will visit online museums to view works.

The Great Depression and New Deal:

Students will:

- Explain causes and understand effects
- Debate government intervention policies
- Human effects including Dust Bowl and the impact on California
- Debate the role of government alphabet programs
- Understand the rise of organized labor and debate the effectiveness of the movement
- Cesar Chavez and the United Farm Workers will be the focus of the union research

US participation in WWII

Students will understand:

- Events prior to the attack on Pearl Harbor
- US and Allied war strategy and map the major campaigns
- Contributions of fighters and the role of specialized forces
- FDR's foreign policy during WWII
- Constitutional infringement during the war and compare and contrast these actions to current events
- Debate decisions of the US Supreme Court over WWII policies and human rights
- Advancements of war weaponry and the significance of these weapons
- Debate the decision to drop the atomic bomb
- US aid to Western Europe

Post-WWII America

Students will study and understand:

- Change in labor and labor practices
- Immigration
- Truman's labor policy
- Federal spending and program development
- Increase in the powers of the presidency
- Diverse environmental regions of North America
- Technological developments since 1945 and their significance. These reports will be added to the timeline from earlier study.
- Forms of popular culture. Students will use the American Memory Collection from the

Library of Congress to do research in photographic images.

US Foreign Policy Since WWII

Students will understand:

- Development and significance of the United Nations, International Monetary Fund, World Bank, GATT Treaty and the International Declaration of Human Rights
- Role and significance of military alliances
- Origins and geopolitical consequences of the Cold War and containment policy
- Effect of foreign policy on domestic policies and in reverse. These include: McCarthyism, blacklisting, deportation, spy trials, Bay of Pigs, Korean War, Berlin Blockade, Vietnam War, Latin American Policy, Cold War, atomic testing and disarmament policies, and Vietnam protests. Guest speakers will provide a wealth of personal information for students. Government produced films from this period will be used in this portion of the unit
- US and Middle East foreign policy
- US and Mexico foreign policy

Civil and Voting Rights:

Students will study and understand:

- Curriculum materials from Teach Tolerance.org will form the basis of this unit. PBS *Eyes on the Prize* will present visual images to accompany study including:
- Development of the Civil Rights Movement and key figures of the movement
- Key legal decisions advancing civil rights
- Film and audio recordings from leaders regarding strategy and policy choices
- Biographical study of non-violent leaders as well as radical leaders
- Role of churches in the movement
- Influence of laws and the effect on voting
- Radical resistance from the American Indian Movement
- Resistance from the Latin community and its effect today
- Women's Rights Movement and the significance on issues and policies today

Contemporary Issues:

Since contemporary issues are incorporated in the context of earlier lessons, students will be asked to select two important social and/or domestic issues facing contemporary society and write a position paper explaining possible options for action. These papers will require research and will integrate with the Language Arts curriculum by asking students to interview and write for positions from local political figures and leaders.

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American Government and Civics

(Semester Course)

Prerequisite: World History, US History

Text: Colonial and American Primary Documents and
Boorstin, *A History of the United States*, Pearson/Prentice Hall

Course Description

Students will learn about the foundations of American government, the political behavior of the American people, the legislative branch, the executive branch, the judicial branch, and the organization of state and local government. Special emphasis will be placed on the Constitution and its creation and on the concept of Federalism as it applies to the United States.

This senior level course takes an in-depth look at the development of the three branches of the American government. The roots of democracy will be examined in detail and readings from the senior level Language Arts class will link social science themes with literature of the various periods. Class will require a field trip to the courthouse to view a trial in progress. Course will read classic essays and literature available on the *Guttenberg Project*.

Themes: Change Over Time, Democracy, Natural Rights, and Balance of Power

Semester Units:

Quarter One	**Quarter Two**
Foundations of Government Constitution Branches of Government Federalism States Rights	Current Events Constitutional Issues Debate State Government Local Government

Curriculum:
Fundamental principles and moral values of American Democracy
Students understand:

- And can explain the influence of Greek, Roman, English documents and philosophers on the development of the American government
- Character of American democracy as described by Alexis de Tocqueville
- The balance of classical republican concern with the promotion of the public good
- The balance of classical liberal concern with the protection of individual rights
- How the liberal constitutionalism and democracy are joined in the Declaration of Independence
- Views of Founding Fathers and separation of powers
- Bill of Rights and limits on powers
- Scope and limits of rights and obligations as democratic citizens
- Bill of Rights and the amendments
- Economic rights and how they relate to the individual and society
- Individual legal obligations
- Legal route to American citizenship and current day immigration and citizenship requirements
- Debate key issues related to fundamental values and principles of civil society. These will vary from year to year and will be taken from current events and cases facing the US Supreme Court in the year the student takes this course. Students will research topics

and submit them for consideration. The class, with direction, will debate the list and vote on the final topics.

- Article I of the Constitution
- Constitutional amendment process
- Interview the current legislative representatives with researched and pre-prepared questions
- Article II of the Constitution
- Article III of the Constitution
- Selection and confirmation of Supreme Court justices
- Interpretations of the Bill of Rights over times
- Judicial activism and judicial restraint
- Key judicial cases including: *Marbury v. Madison, McCulloch v. Maryland, United States v. Nixon, and Bush, et al. v. the United States, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena and United States v. Virginia (VMI)*
- Local political campaigns and take a role during election years in the voting process as part of a service learning activity
- Chart voter turnout for the school district
- Reserved powers
- The issue of water and court cases involving Arizona and California
- How public policy is formed. Students will attend a local school board meeting and a civil trial
- Scope of presidential power. This topic will be covered as one of the issues of the debate above.
- Identification of local, state and federal courts and their jurisdiction
- Role of a free press in society including discussion of recent federal court cases dealing with reporter's rights and national security
- How public officials use the media to communicate and change public opinion
- Change of political systems across time. Pairs of students will investigate a party.
- Historical and current world tyrants and the rise to power
- Legitimate and illegitimate power in the world. Students will map current rulers using various sources, including Amnesty International
- Rise of Communism and types of Communism in the world today
- Identify new democracies in Africa, Asia and Latin America

Economics

(Semester Course)
Prerequisite: World History, US History
Text: Institutions & Analysis-Amsco

Course Description

Students will master fundamental economic principles of micro- and macroeconomics. They will begin with an in-depth study of the stock market and its functions. Students will then focus on supply and demand, business organizations, competition and monopolies, the American labor force, measuring the economy's performance, money and banking, and the Federal Reserve System and monetary policy.

This one semester senior course will examine economic theory and practice. Students will be required to develop a personal economic theory that will be defended over the semester. Guest speakers from banking, industry and government will offer opportunities to discuss various theories of economic development. This class will be responsible for operation of a small school student store and will be placed in charge of bookkeeping and filing imaginary income taxes on the business.

Themes: Money and Influence, Change over Time

Semester Units:

Quarter One	Quarter Two
Microeconomics FDIC Money Wise Program Supply and Demand Current Economic Issues related to topics in Quarter One	Macroeconomics Federal Reserve Bank Curriculum Current Economic Issues related to topics in Quarter Two

Curriculum:
Economic Vocabulary:
Students will understand:

- Basic economic terms and vocabulary
- Use appropriate economic terminology

Market Economy in a Global Setting:
Students will understand:

- Key terminology
- Role of China and the Far East
- Historical and present day trade agreements

State, Local and Federal regulations on fiscal policy and the US Labor Market:
Students will:

- Minimum wage requirements
- Labor unions and lobbying
- Key legislation governing US fiscal policy
- Congress, President and the Budget
- Concept of a Balanced Budget
- Line Item Veto

The World Labor Market:
Students will understand the importance of:

- Imported and exported goods
- Major labor US labor legislation

- Outsourcing work
- Goods and services

Economic data collection and accuracy:
Students will:

- Understand major sources to research economic and monetary data
- Write a research paper using these sources on a timely topic

International Trade:
Students will be able to:

- Explain a trade balance and the significance
- Advantages and disadvantages to a trade deficit
- US and major trading parities
- Outsourcing

World Economic Forces:
Students will understand:

- Future economic trends
- Discuss impact of trade policies
- Current bills and resolutions in Congress

References for Social Science

History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California State Board of Education, 1998

Course Models for the History-Social Science Framework: Grade Seven-World History and Geography, Medieval and Early Modern Times, California Department of Education, 1994

Literature for History-Social Science, K-8, California Department of Education, 1993

Map Resource Packet, California Department of Education, 1994

The American Indian: Yesterday, Today, and Tomorrow, California Department of Education, 1991

National Council on Social Sciences

National Curriculum Standards for Social Studies

Suggested Resources for Social Sciences

The Library of Congress: American Memory Collection
PBS and Discovery Channel Biography Series (Video and published materials)
National Geographic Society Online Site
Teach Tolerance.org (Digital, posters, online and curriculum materials)
FDIC: Money Wise Program
California Digital Library
Project Vote Smart
PBS Educational Curriculum
Rock and Roll Hall of Fame, Music Curriculum

Smithsonian Museum Online
British Museum Online
Charter Documents at the National Archives
American National Archives
Ad*Access Project
History Matters
Facing History and Ourselves
Best of History
American Social History Project
The History Channel
Modern History Sourcebook
100 Milestone Documents in American History
JSTOR

SCIENCE COURSES

Biology

(Annual Course)
Prerequisite: Life Science
Text: *Modern Biology* (2006), Holt

Course Description

The basis of the biology course will begin with a brief review of the content standard requirements for the eighth grade. Experimentation and exploration using computerized and laboratory projects will be the core to test student made hypothesis and thesis.

Units:

Study of Cells
Molecular Biology
Biotechnology
Homeostasis
Meiosis and Fertilization
Population Genetics
Speciation
Ecology
Infection and Immunity

Curriculum:
Cell Biology
Students will:

- Understand cell construction and workings including: enzymes proteins and biochemical

reactions, pH balance, and chemical reactions of cells.

- Be able to explain the nature of and how prokaryotic and eukaryotic cells and viruses work
- Know the central dogma of molecular biology and how RNA and DNA facilitates the follow of information
- Understand the role of ER and Golgi apparatus
- Be able to replicate by computer model how usable energy is captured from sunlight by chloroplasts and how it is stored
- Understand the nature and role of mitochondria in making stored chemical-bond energy available to cells and how macromolecules in cells in organisms are synthesized from precursors
- Know how chemiosmotic gradients in mitochondria and cholorplast store energy for ATP production

Genetics (Molecular Biology)

Students will experiment with native plants in the school garden to explore genetics.

Students will:

- Understand how to predict probable outcomes of pheotypes in a genetic cross from the genotypes of the parents and mode of inheritance
- Be able to predict mode of inheritance (autosomal or X-linked and dominant or recessive)
- Be able to explain the genetic basis for Mendel's law of segregation and independent assortment
- Know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes
- Be able to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes by using laboratory models and computer mapping programs
- Students will debate current issues from scientific journals to explore the controversy of DNA manipulation. Through debate, computer models and article examination, students will:
- Understand the role of genes and DNA sequencing
- Be able to explain the general pathway by which ribosomes synthesize proteins and know how to apply the genetic coding rules to predict the sequencing of amino acids form a sequence of codons in RNA
- Understand how mutations in the DNA sequence of a gene may or may not affect the expression of he gene or the sequence of amino acids in the ended protein
- Understand specialization of cells in multicellular organisms, know how proteins can differ, and understand the differences in shapes and chemical properties of unique proteins

Genetics (Biotechnology)

Students will understand:

- The general structures and functions of DNA, RNA and protein
- How to apply base-pairing rules to explain precise copying of DNA
- How biotechnology is used to produce novel biomedical and agricultural products through examination of every day products that can be purchased in the supermarket. Students will take a field trip to the supermarket to identify genetically altered products and then will research online to determine "truth in advertising" packaging claims.
- How basic DNA technology is used to construct recombinant DNA molecules
- How exogenous DNA is inserted into bacterial cells by reading appropriate articles and interviewing guest speaker experts

Physiology (Homeostasis)

Through the biological study of Claude Bernard, **students will know**:

- How the complementary activities of major body systems provide cells with oxygen and nutrients and removes toxic waste products.
- How the nervous system mediates communication between different parts of the body and how this relates to the environment
- How feedback loops in the nervous and endocrine systems regulate conditions in the body
- The functions of the nervous system and the role of neurons
- How sensory neurons, interneurons and motor neurons work
- The individual functions and the sites of secretion of digestive enzymes, stomach acid, and bile salts
- How the homeostatic role of the kidneys, removal of nitrogenous wastes, and the role of the liver in blood detoxification and glucose balance. This study will incorporate the examination of how excessive use of alcohol influences the function of the kidney
- How the cellular and molecular basis of muscle contraction
- How hormones provide internal feedback mechanisms for homeostasis at the cellular level in whole organisms

Genetics (Meiosis and Fertilization)

Students will:

- Understand how organisms reproduce offspring of their own kind and that organisms of the same species resemble each other. Students will examine the differences between asexual cell reproduction and formation of male or female gamete cells.
- Explore the concepts of mutation and sexual reproduction leading to genetic variation by using the school garden and native plantings
- Understand that meiosis is an early step in sexual reproduction and that only certain cells undergo this process
- Understand random chromosome segregation and results
- Explain how new combinations of alleles may be generated in a zygote through the fusion of male and female gamates
- Understand why nearly half of the DNA sequence comes from each parent through the use of manipulative lab models
- Know the role of chromosomes in determine the sex of an individual
- Be able to predict possible combinations of alleles in a zygote from the genetic makeup of the parents

Evolution (Population Genetics)

Biological evolution will be the basis of study in this unit. Historical readings will focus on the development of scientific theory and the nature of hypothesis or reasonable guessing. Students will research the latest fossil discoveries and their impact on the theory of evolution.

Students will understand:

- Why natural selection acts on phenotype rather than genotype
- Frequency of an allele in a gene pool of a population depends on stable and unstable factors
- Why lethal alleles may be carried in a heterozygote
- Understand that new mutations are constantly generated in a gene pool and the influence of variation within a species increases likelihood of survival in changed environmental conditions
- Be able to explain the Hardy-Weinberg equilibrium, its likelihood to occur, and how to solve the equation to predict the frequency of genotypes in a population with limitations

Evolution (Speciation)
This unit will be taught in conjunction with the Evolution unit. Students will select one constantly changing geographic environment to investigate the adaptations of species. A written research project will be assigned for students working in pairs. Students will also read current event reports on recently discovered geographically isolated populations.
Students will:

- Understand the genetic changes that result from a constantly changing environment and how natural selection works
- Understand the influence of a great diversity of species
- The effects of genetic drift on a population
- How reproductive or geographic isolation affect speciation
- Know how to analyze fossil evidence and experiment with fossil representation and simulated computer programs
- Understand how biological diversity, episodic speciation and mass extinction occur
- How to use comparative embryology, DNA or protein sequence comparisons
- How to use independent sources or data to create a branching diagram showing probable evolutionary relationships

How molecular clocks operate and the significance of such devices

Ecology
Study of this unit will include guest speakers (from industry and environmental groups) and viewing of the video series produced by PBS to illustrate the concepts in this unit. Students will debate global warming, recycling, and legal limits for three types of air pollutant, various pollutants in water and the manner of refuse disposal. Students will also focus on the school garden composting system to make conclusions for this unit.
Students will:

- Understand what creates stability in an ecosystem
- Know how to analyze changes in an ecosystem and determine possible influences for the changes
- Be able to determine reasons for fluctuation in a population size
- Understand the water, carbon and nitrogen cycle by use of composting pile in the school garden
- Be aware that a vital part of an ecosystem is the stability of the producers and decomposers
- Understand how the food web works in relation to an energy pyramid
- Be able to distinguish between accommodation and adaptation through genetic change

Physiology (Infection and Immunity)
Students will be assigned to debate topics related diseases and public policy. These debates will require research in online newspaper databases and will incorporate scientific findings and the degree that public policy reflects the scientific findings. Topics for 1997-1998 will include: Bird Flu, SARS, AIDS, and TB
Student research will involve:

- Studying the components of the immune system and how vaccines and antibiotics are used to combat diseases
- Integration of current events relating to potentially pandemic diseases (bird flu and SARS) and historical and diseases currently facing medical workers today that compromise the immune systems (AIDS), will be examined in detail
- The variety of body mechanisms to combat diseases
- The role of the skin in protecting the body and the role of antibodies
- How vaccinations work and when they are effective in combating disease

- Understand the differences between bacteria and viruses
- Know why someone with a compromised immune system is unable to survive usually benign microorganism infections
- Know the roles of phagocytes, B-lymphocytes and T-lymphocytes in the immune system

Chemistry

(Annual Course)
Prerequisite: Physical Education
Text: *Chemistry: Matter & Change* (2006) Glencoe/McGraw-Hill

Course Description

Chemistry instruction will include intensive experimentation in the laboratory and use of computerized lab programs. Laboratory reports will be presented in both written and oral formats. Students will be expected to defend report conclusions using data from their experimentation.

Units:

Atomic and Molecular Structure
Chemical Bonds
Gasses
Solutions
Chemical Equilibrium
Nuclear Processes
Organic and Biochemistry
Chemical Thermodynamics
Acids and Bases
Conservation of Matter
Stoicheiometry (National student surveys show that this topic is most relevant to college Chemistry and the unit will reflect the importance to college study)
Reaction Rates

Curriculum:
Atomic and Molecular Structure
Students will understand:
Use of the periodic table including the following:

- How to relate the position of an element on the table
    - Understand the use of atomic number and mass
    - How to use the table to identify metals, semimetals, nonmetals an halogens
    - How to use the table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms
    - How to use the table to determine the number of electrons available for bonding
    - Understand the relative mass of the atom and the nucleus
    - Be able to identify lanthanide, actinide, and transactinide elements

    - Know how the transuranium elements were synthesized and identified
    - How to relate the position of an element in the table to its quantum electron configuration and reactivity to other table elements
- Know the experimental basis for Thomson's discovery, Rutherford's nuclear atom, Milikan's experiment and Einstein's explanation of the photoelectric effect. These will be taught integrated into a biographical study of each man.
- Know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom. These will be taught using the PBS series on the discovery of the atom.
- Understand the nature and principles of spectral lines and know the reasoning underscoring Planck's relationship.

Chemical Bonds

After study of this unit, students will understand:

- Biological, chemical, and physical properties of matter and the resulting bonds and forces between electrons and protons and between atoms and molecules
- How atoms combine to form molecules
- Chemical bonds between atoms in molecules
- Understand biological molecular covalency
- The nature of repeating patterns in salt crystals
- The force of electrostatic attraction
- Behavior of atoms and molecules in liquids and solids
- How to draw Lewis dot structures
- How to predict the shape of simple molecules and their polarity using Lewis dot structures
- How electronegativity and ionization energy relate to bond formation
- How to identify solids and liquids held together by van der Waals forces or hydrogen bonding
- How to relate the van der Waals forces to volatility and boiling/melting point temperatures

Gases and Their Properties

Students will enhance their knowledge of chemistry and mathematical skills by understanding:

- The random motion of molecules
- The effect of molecular collisions with surfaces
- Kinetic molecular theory of the motion of atoms and molecules
- The properties of gases
- The random motion of molecules and the relationship with the diffusion of gases
- How to apply gas laws to relations between pressure, temperature, and volume in any amount of an ideal gas or any mixture of ideal gases
- The values and meanings of standard temperature and pressure
- How to convert between Celsius and Kelvin temperature scales
- The history and personalities behind the Celsius and Kelvin scales
- The absolute concept of absolute zero
- How kinetic theory of gases and how it relates to the absolute temperature of a gas
- How to solve problems by using the ideal gas law in the form PV = nRT
- How to apply Dalton's law of partial pressure
- How to use Graham's law to predict diffusion of gasses
- Biographical details of both Dalton and Graham

Solutions

Students will understand:

- The physical sets of matter and corresponding properties
- Molecules and ions
- Mathematical unit conversions
- Calculate mass and volume in a variety of units
- How to work with ratios, percentages and moles
- Links between the concepts of electronegativity, covalent bonding, shapes of molecules and ionic compounds with the knowledge of mixtures
- The nature of solutions
- Definitions of solute and solvents
- How to describe the dissolving process at the molecular level
- How temperature, pressure and surface influence the dissolving process
- How to calculate the concentration of a solute
- The relationship between the molatity of a solute in a solution and the solution's depressed freezing point or elevated boiling point and how molecules in a solution are separated and purified by methods of chromatography and distillation. These two will be done through experimentation.

Chemical Equilibrium

Students understand:

- The dynamic process of chemical equilibrium at the molecular level
- Le Chatelier's principle and his experiments
- How to predict the effects of changes in concentration, temperature, and pressure
- How equilibrium is established
- How to write and calculate an equilibrium constant expression for a reaction

Nuclear Processes

Students understand:

- The basis of nuclear processes including naturally occurring radioactive decay
- The difference between nuclear fission and fusion
- How protons and neutrons are held together in the nucleus
- The formula for change in mass and the significance over chemical of nuclear reactions over chemical reactions
- And identify some naturally occurring radioactive isotopes
- And identify the three most common forms of radioactive decay
- How the nucleus changes in types of decay
- The types of radiation and the amount of human damage each can achieve. Students will place this knowledge within a historical context of World War II experimentation and use of the nuclear bomb as a weapon.
- How to calculate the half-life of a radioactive substance. Students will be able to identify and map geographic locations of nuclear testing. Panels will debate current hazards of above ground and underground nuclear testing.
- The nature of quarks

Organic and Biochemistry

Students understand:

- The bonding characteristics of carbon and how it allows formation of organic molecules
- The nature of polymers
- The bonding characteristics of carbon through computerized and lab experimentation
- The properties of amino acids and proteins
- The naming system for the ten simplest linear hydrocarbons and isomers that contain single

bonds
- The naming system for simple hydrocarbons with double and triple bonds
- The naming system for simple molecules that contain a benzene ring
- How to identify functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids
- The R-group structure of amino acids
- How R-group structures combine

Chemical Thermodynamics

Students will experiment with heat and temperature to discover:

- How energy is exchanged or transformed in chemical reactions
- The physical changes of matter
- How to describe temperature and heat flow in terms of the motion of molecules (or atoms)
- How chemical processes can either release or absorb thermal energy
- How energy is released when a material condenses or freezes
- The manner in which energy is absorbed when a material evaporates or melts
- How to solve problems involving heat flow and temperature changes using known values of specific, latent or phase heat change
- How to apply Hess's law to calculate enthalpy change in a reaction
- How to use Gibbs free energy equation

Acids and Bases

Students will understand and be able to explain:

- Aqueous acid-base reactions
- Observable properties of acids and bases
- How to use the pH scale as a measure of acidity and basicity
- The Arrhenius, Bronsted-Lowry and Lewis acid-base definitions
- How to calculate pH from the hydrogen-ion concentration
- How buffers stabilize pH in acid-base reactions
- The Aqueous dissolving process
- Concentration calculations and units
- Balanced chemical reactions
- Interpretation of periodic trends in electronegativity for the upper two rows of the periodic table
- How the positive hydrogen ion is forms
- Charge and formula of the hydroxide ion
- Polar covalent bonding
- The difference between two important types of neutral molecular compounds that dissolve in an aqueous solution (those that remain almost completely as neutral molecules and those that partially or almost completely produce charged ions)

Conservation of Matter and Stoichiometry

Students will integrate mathematical and technology skills in this unit. After study, students will be able to:

- Describe chemical reactions by writing balanced equations
- Explain the principles of conservation of matter in chemical reactions
- Calculate the mass of products and reactants
- Explain the quantity "one mole"
- Be able to use "Avogadro's Number"
- How to determine the molar mass of a molecule from its chemical formula and a table of

atomic masses
- How to convert the mass of molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure
- How to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses
- How to calculate percent yield in a chemical reaction
- How to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions

Reaction Rates

After experimentation and study of this unit, students will understand and be able to describe:

- Rates of chemical reactions
- Factors affecting rates
- Energy changes involved in chemical reactions
- Formation of products in chemical reactions
- The chemical reactions at the molecular level
- How kinetic energy is measured by temperature
- Reinforce how the knowledge of pressure and volume relationships for gasses can plot potential energy versus course of reaction for endothermic and exothermic reactions
- The calculations of rates of change from slopes of line and curves
- Frequency factors related to chemical reaction rates in collision of reactant molecules
- The effect of concentration, temperature and pressure on reaction rates
- The role of a catalyst in increasing the reaction rate
- A definition and the role of activation energy in a chemical reaction

Students will be able to explain:

- The factors influencing chemical reaction rates by participation in chemistry labs and team experimentation during class periods
- The role a catalyst plays in increasing the reaction rate
- The definition and role of activation energy in a chemical reaction

Physics

(Annual Course)
Prerequisite: Physical Science
Text: *Holt Physics*, (2006), Holt

Course Description

Students enrolled in Physics will be involved in laboratory experimentation and reporting as a regular part of their course work. Guest speakers will discuss theories and real life integration of the field with career paths.

Units:

Motion and Forces
Conservation of Energy

Momentum Heat Thermodynamic Waves Electric Phenomena Magnetic Phenomena

Curriculum:
Motion and Forces
Students will understand:

- Newton's laws of motion of objects
- How to solve problems that involve constant speed and average speed
- The relationship between the universal law of gravitation and the effect of gravity on an object at the surface of the Earth
- When applying force to an object perpendicular to the direction of its motion causes the object to change direction, but not speed
- Circular motion requires the application of constant force directed toward the center of the circle
- That Newton's laws are not exact, but a good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important
- How to solve two-dimensional trajectory problems
- How to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components
- How to solve two-dimensional problems involving balanced forces (statics)
- How to solve problems in circular motion by using the formula for centripetal acceleration. This will be done by laboratory experimentation.
- The basics of Coulomb's law and how it relates to universal gravitation

Conservation of Energy and Momentum
Students will understand:

- The laws of conservation of energy and momentum
- How to predict and describe the movement of objects
- How to calculate kinetic energy
- How to calculate changes in gravitational potential energy near the earth. Guest speakers for this lab will relate how this formula relates to working engineers and space science.
- How to solve problems involving conservation of energy in simple systems. Lab reports for this experimentation will be reported using computer programs.
- How to calculate momentum as the product of *mv*
- That momentum is a separately conserved quantity different from energy
- Why an unbalanced forces produces a change in its momentum
- How to solve problems involving elastic and inelastic collisions in one dimension and also in simple systems with various sources of potential energy. Students will demonstrate labs involving capacitors and springs to other science students as part of an oral laboratory demonstration.

Heat and Thermodynamics
Students will be able to explain:

- The reasons that energy cannot be created or destroyed
- How energy is transferred to the environment as heat. The school garden composting system will be used as part of this exploration.
- How heat flow and work are two forms of energy transfer between systems

- The cycle of heat engines and how it works
- The elements of the internal energy of an object (thermal energy)
- The reasons for the uniform distributions of energy levels in the processes in a system
- The reasons that the statement "Entropy tends to increase" is true
- The second law of thermodynamics
- How to solve problems involving heat flow, work, and efficiency in a heat engine
- That all real engines lose some heat to their surroundings through lab experimentation and reporting

Waves

Students will understand:

- The characteristics properties of waves
- Waves carry energy from one place to another
- How to identify transverse and longitudinal waves in mechanical media (after laboratory experimentation with springs and ropes)
- How to solve problems involving wavelength, frequency, and wave speed
- Understand sound is a longitudinal wave and the properties of sound. This laboratory experiment will integrate the physics of sound with experimentation with various musical instruments including guitars, bass and cello
- The differences between radio waves, light and x-rays. This concept will be illustrated by visiting a college laser lab.
- How to identify the characteristic properties of waves. Students with either take a field trip to a Doppler radar station or interview a local meteorologist in this lesson.

Electric and Magnetic Phenomena

Students will understand:

- The practical applications of electric and magnetic phenomena and how they are related
- How to predict voltage or current in DC and electric circuits constructed from batteries, wires, resistors and capacitors. Students will be involved in construction of a simple circuit board.
- The properties of Ohm's law and how it can be applied
- How to calculate the power in any resistive circuit using a standard formula
- The properties of transistors and the role in electric circuits. Students will interview an electrical engineer to determine how both are involved in Los Angeles commercial industries
- The basic elements of electrical fields and how this phenomenon can be applied to industry
- How to determine the direction of a magnetic field through experimentation with straight wires and coils
- The nature of magnetic fields from different sources
- The basic properties of plasmas (the fourth state of matter) and how ions react in a plasma field
- How vector force fields work
- How to determine the force on a charged particle in an electric field
- How to calculate the electric field resulting from a point charge
- How static electric fields operate
- The magnitude of force on a moving particle in a magnetic field using a standard formula
- How to apply the concepts of electrical and gravitational potential energy to solve

problems involving conservation of energy

References for Science

Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Suggested Resources for Science

NASA Science Curriculum

PHYSICAL EDUCATION

Physical Education

(Annual Course)
Prerequisite: None
Text: Selection will be by the instructor for the units of study. Instructors will select texts from state, district and department approved textbooks.

Course Description

The Physical Education program consists of a rotation of units in a two-year cycle. Students must take two years to meet graduation requirements.

Units:

Quarter One	Quarter Two	Quarter Three	Quarter Four
Walking	Walking	Walking	Walking
Aerobic Dance	Aerobic Dance	Aerobic Dance	Aerobic Dance
Running	Running	Running	Running
Advanced Yoga	Advanced Yoga	Advanced Yoga	Advanced Yoga
Gymnastics	Gymnastics	Gymnastics	Gymnastics
Two-player	Two-player	Two-player	Two-player
Volleyball	Volleyball	Volleyball	Volleyball
Folk Dance	Folk Dance	Folk Dance	Folk Dance
Square Dance	Square Dance	Square Dance	Square Dance
Social Dance	Social Dance	Social Dance	Social Dance
Team Volleyball	Team Volleyball	Team Volleyball	Team Volleyball
Basketball	Basketball	Basketball	Basketball
Football	Football	Football	Football
Soccer	Soccer	Soccer	Soccer
Track and field	Track and field	Track and field	Track and field

Softball	Softball	Softball	Softball

Curriculum:

Students will demonstrate:

- The ability to combine complex movement into a pattern
- Proficient skill movement in sports, dance and activities
- Explain skill-related elements of an activity
- Explain and use the skills of biomechanics
- Evaluate the social, physical and emotional dynamics of participating in a team or individual sport or activity
- Receive feedback and evaluate that feedback to improve performance as an individual or group participant
- Evaluate and explain how condition is important to a specific activity
- Create or modify training plans for an activity to achieve improved results in performance
- Develop strategies to use in solo or team activities or performances
- Assess the effect or outcome of a particular performance strategy
- Evaluate independent learning of movement skills
- Participate in moderate vigorous activity at least four days a week
- Develop a personal fitness plan, a strategy for achieving that plan
- Be able to defend a personal fitness plan based on sound reasoning and research
- Develop a defendable fitness plan for a family member or friend
- Be able to modify a plan for self or others based on physical or emotional changes
- Evaluate products that are sold on the basis of the ability to alter appearance or body shape
- Use the five components of health-related physical fitness to assess oneself
- Identify physical activities that bring personal enjoyment
- Illustrate an ability to incorporate these activities in a regular regime outside school hours and during the summer months
- Develop a list of personal goals and a plan to meet those goals using a spreadsheet
- Encourage others in group sports, regardless of individual ability
- Be able to evaluate a personal role in a team situation
- Illustrate an ability to be a team player by allowing others to assume roles in group play or activity
- Identify leadership roles and understand how physical activity relates to these roles
- Evaluate independent learning of movement skills

Resources for Physical Education

Physical Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, California Department of Education

Health and Safety

(Annual Course)
Prerequisite: None
Texts and Instructional Materials:
Holt, Rinehart and Winston, *Holt Decisions for Health* (6-8)
Glencoe Health, A Guide to Wellness (Glencoe/McGraw-Hill) (9-12)
Teach Tolerance (Southern Poverty Law Center) (6-12)
World of Difference (B'nai B'rith) (6-9)
FEMA Home Safety Materials (6-12)
National Fire Association Materials (6-12)
American Red Cross Disaster Safety Materials (6-12)
State of California Driver's Manual (9-12)
American Auto Club Safe Driving Educational Materials (9-12)
American Cancer Association (Tobacco Free! Curriculum) (6-12)

Course Description

The curriculum in Health and Safety teaches healthy lifestyles and wellness. Students will use core information to evaluate health and safety issues. Information and resources, including scientific research in the fields of alcohol, nutrition, and diet, dental health, brain research, drugs, and driving safety, will be presented in this course to allow students to make responsible life choices. One course unit will explore choices to resolve conflicts. Peaceful resolution of conflicts will be taught from the Teach Tolerance curriculum from the Southern Poverty Law Center. Life skills and goal setting learned in the Life Skills class will be reinforced with advanced curriculum in this course. Student participation in service learning projects involving health issues at local elementary schools will be a student option. These will include health walks, dental care demonstrations and healthy eating programs. Guest speakers will play an important part in health instruction. Speakers from law enforcement, hospital emergency rooms, nutritionists, nurses, doctors and dentists will speak as part of projects assigned each semester.

[Course curriculum will be updated with the adoption of the California Health Standards in March 2008]

Themes: Fitting In, Risk Taking, Life Choices, Wellness, and Fitness

Units:

Wellness and Behavior:	Nutrition
Recovery from Illness	Dieting
Life Planning	Healthy Eating
Homeland Security	Sleep
Driving	Healthy Snacking
Sex	Food for Thought
Dental Health	Drugs and Alcohol

Curriculum:

Wellness (MS & HS)
Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness including:

- Recognition of the symptoms of common illnesses
- Cooperation in treatment and management of diseases
- Taking prescription and over-the counter medicines properly
- Understanding medical instructions
- Developing and using effective coping strategies
- Focus on a balance of work, exercise and relaxation
- Avoid self-destructive behavior
- Practice good personal hygiene
- Discussion of public health laws and regulations
- Receive regular health screenings, including dental
- Promotion of a positive, active role in personal and family health
- Understanding growth and development
- Identifying assistance from school officials, health officials and government

Nutrition & Diet (MS & HS)
Students understand the importance of:

- Rest, relaxation and sleep to wellness
- Exercise
- Proper diet
- Nutrition pyramid
- Avoiding foods with excessive salt, sugar, additives and preservatives

Dental Health (MS & HS)
Students will understand through study and observation:

- Regular dental screening and care
- Foods related to healthy teeth
- Proper use of teeth
- Guest speaker will relate the relationship of health teeth to general health

Alcohol, Brain Research and Health (MS & HS)
Through presentations of guest speakers and field trips, students will understand:

- Impact of alcohol on the brain
- Impact of alcohol and drugs on driving
- Personality changes resulting from drug use
- Exercising self-control
- Seeking assistance for help with alcohol

Drugs, Brain Research and Health (MS & HS)
Students will study units and understand:

- UCLA, Department of Medicine, brain studies involving drugs and brain function
- Understanding helpful and harmful drugs
- Appropriate use of prescription and over the counter drugs
- Exercising self-control
- Seeking assistance for help with drugs

Safe Driving (HS only)
Students will study units and understand:

- Avoiding risky behavior
- The Physics of Driving

- Obtaining assistance while driving
- Recognizing emergencies
- All weather driving
- Safe auto requirements
- Motorcycles and scooter safety

Choices (Communicable Diseases) (HS only/Parent Permission Required)
Students understand the risks of:

- Unsafe sex
- Transference of bodily fluids
- Sexual encounters
- Incidents of TB, AIDS, Influenza, and Hepatitis in the United States and LA County

Bullies and Fighters (MS)/ Dealing With Difficult People (HS)
Students understand the importance of:

- Practicing avoidance behavior
- Knowing alternatives to violence
- Avoiding risky behavior
- Working with peers to resolve conflicts
- Exercising self-control
- Developing and using interpersonal and other communication skills
- Seeking assistance for help with risky situations
- Using positive peer pressure
- Methods of making new friends
- Appropriate personal behavior
- Expressing feelings in an acceptable way
- Demonstrating positive actions toward others
- Constructive resolution of conflicts
- Resisting negative peer pressure
- Critical thinking in conflict situations
- Gang avoidance

Homeland Security and School Safety (HS)

- Fire Safety at Home and School
- Earthquake Safety
- Elementary Emergency First Aid
- Disaster Safety
- Family Safety

References for Health Course

Health Framework for California Public Schools, Kindergarten Through Grade Twelve. California Department of Education

FOREIGN LANGUAGE

(Foreign language courses in Turkish and Russian are in planning process and will be offered starting 2009-10. Other foreign language courses will be offered upon parent request and availability)

Spanish 1

(Annual Course)
Prerequisite: Spanish Grade 8
Text: *El espanol para nosotros: curso para hispanohablantes* Level 2 Glencoe

Theme: Cultures and Geography

Spanish 2

(Annual Course)
Prerequisite: Spanish 1
Text: *El espanol para nosotros: curso para hispanohablantes* Level 3 Glencoe

Theme: History

Spanish 3

(Annual Course)
Prerequisite: Spanish 2
Text: *El espanol para nosotros: curso para hispanohablantes* Level 4 Glencoe

Themes: Travel

Spanish 4

(Annual Course)
Prerequisite: Spanish 3
Text: *Galeria de arte y vida* Mc Graw Hill (2007)

Themes: Literature

Spanish Literature 1

(Annual Course)
Prerequisite: Spanish 4
Text: *Tesoro literario* McGraw Hill (2007)

Course Description

Spanish Literature I will include comprehension exercises and intensive conversation and discussion related to Latin literature. Discussions and lectures will be done in Spanish. This course will also involve vocabulary, oral and written exercises and focus on assistance with critical thinking in conversation and written work. Octavio Paz, Isabel Allende, and Frederico Garcia Lorca will be the featured authors and their works (in Spanish) will be the core of unit study. Coursework will enable students to take the Advanced Placement Language Exam.

References for Foreign Language

Foreign Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve

ART/MUSIC

Visual Arts

(Annual Course)
Prerequisite: None
Text: Fleming Honour, *The Visual Arts: A History* (7th Edition), 2006
D'Alleva, *Look! Art History Fundamentals,* 2007, Prentice Hall

Course Description

The advanced art appreciation course focuses on providing a framework for prior student study in Social Science and Language Arts classes where art works were used to enhance core content. Students will take field trips to area museums and use the virtual museum sites from the World Wide Web as a basis for study.

Themes: Art as Culture, History and Art

Units:

Public art
Architecture
Arts and crafts
Women artists
Folk/Outsider art
Avant-garde artists
Survey of Art

- Pre-historic
- Non-Western Art
- Ancient
- Medieval

- Renaissance
- Baroque
- Eighteenth Century
- Nineteenth Century
- Twentieth Century
- Modernism
- Post-Modernism

Curriculum:
Students in Advanced Art Appreciation will:

- Process, analyze, and respond to sensory information through the language and skills unique to the visual arts
- Perceive and respond to works of art
- Develop an advanced vocabulary of visual arts and perceptual skills
- Analyze and discuss complex ideas, such as color, scale, expressive content, virtual works of art, and real works of art during field trips and artist presentations of work.
- Discuss a series of works of art
- Research two periods of painting, sculpture, or other media and discuss their similarities and differences
- Compare how distortion is used in photography or painting
- Describe the use of the elements of art to express a mood in one or more works of art
- Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist
- Understand the historical contributions and cultural dimension of the visual arts
- Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- Identify contemporary artists worldwide who have achieved regional, national or international recognition and discuss the ways in which their work reflects, plays a role in, and influences present-day culture
- Investigate and discuss universal concepts expressed in works of art from diverse cultures
- Research the methods art historians use to determine the place, context, value and culture that produced a given work. Students will use this technique in visiting two museums.
- Describe the relationship involved in the process, product and the viewer
- Construct a rationale for the validity of a specific work of art artwork that falls outside their own conceptions of art
- Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images
- Develop written criteria for the selection of pieces to put into an Art Appreciation Portfolio. Student will write a written defense of portfolio inclusions.

References for Art Appreciation

Art Work: A Call for Arts Education for All California Students, California Department of Education, 1997

Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve, California Department of Education, 1996

Resources for Art Appreciation I and II

Teach Tolerance.org
MoMA.org-Red Studio
Walker Art Center Online
Birmingham Museum of Art Online
Learning at Whitney-Whitney Museum of American Art Online (http://artport.whitney.org/)
New York Public Library Digital Gallery
New Deal Artwork (http://newdeal.feri.org/default.cfm/)
Twentieth-Century Contemporary Visual Artists (http://the-artist.org/artmovement/welcome.cfm/)
American Museum of National History New York (http://www.amnh.org/education/resources/special_collections.org)
Library of Congress: American Memory Collection
Smithsonian American Art Museum
National Portrait Gallery Education
Guggenheim Museum Online
National Gallery of Art (Kid's Site)
Alternet.org/wiretap/ (online youth art magazine)
British Broadcasting Art (http://www.bbc.co.uk/blast/art/
PBS Contemporary Artists Site (http://www.pbs.org/art21/)
Color is the Keyboard (http://www.publicandartist.org/color/)

Music Appreciation

(Annual Course)
Prerequisite: None
Text: Joseph Machlis and Kristine Forney, The Enjoyment of Music (W.W. Norton)

Themes: Music as Culture, Form

Units:

- What is a Symphony?
- Chamber Music
- Voice Only: Vocal and Choral Music
- The Small Orchestra
- The Big Orchestra
- Baroque Period
- Romantic Period
- Important American Composers
- Important German/Austrian Composers
- Important Russian Composers
- Key French Composers
- Key English Composers

20th Century Composers

Curriculum:
Students in Advanced Music Appreciation will:

- Process, analyze, and respond to sensory information through the language and skills unique to music
- Perceive and respond to works of music
- Develop an advanced vocabulary of music and performance skills
- Analyze and discuss complex ideas, such as tone color, harmony, melody, and rhythm in works of music during field trips and artist presentations of music.
- Discuss a symphony
- Research two periods of music and discuss their similarities and differences
- Describe the use of the elements of art to express a mood in one or more works of music
- Analyze the works of a well-known composer or musician as to the medium and instruments used and the effect of that selection on the music
- Understand the historical contributions and cultural dimension of the musical arts
- Students analyze the role and development of music in past and present cultures throughout the world, noting human diversity as it relates to the music, composers and artists.
- Identify contemporary musicians worldwide who have achieved regional, national or international recognition and discuss the ways in which their work reflects, plays a role in, and influences present-day culture
- Investigate and discuss universal concepts expressed in works of music from diverse cultures
- Research the methods music historians use to determine the place, context, value and culture that produced a given work. Students will use this technique in visiting two museums.
- Describe the relationship involved in the process, product and the viewer
- Construct a rationale for the validity of a specific work of music that falls outside their own conceptions of music
- Compare and contrast works of music, probing beyond the obvious and identifying psychological content
- Develop written criteria for the selection of pieces to put into a Music Appreciation Portfolio. Student will write a written defense of portfolio inclusions.

References for Music Appreciation

Art Work: A Call for Arts Education for All California Students, California Department of Education, 1997

Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve, California Department of Education, 1996

Resources for Music Appreciation I and II

Teach Tolerance.org
MoMA.org-Red Studio
New York Public Library Digital Gallery

American Museum of National History New York
(http://www.amnh.org/education/resources/special_collections.org)
Library of Congress: American Memory Collection
British Broadcasting Art (http://www.bbc.co.uk/blast/art/

COMPUTER SCIENCE

Please see Technology Integrated Education booklet by Accord Institute.

AP COURSES

AP Courses follow the official course content provided by College Board.

OLYMPIAD STUDIES

Please see Math, Science Olympiad Program booklet by Accord Institute.

STANDARD ALIGNMENT

Objectives, Curriculum Units and Lessons

According to No Child Left Behind, all students at Magnolia Science Academy must be technologically literate by the eighth grade. In addition to stand alone technology classes, individual classes in all content areas will teach skills unique to the field of study and reinforce technology skills.

Social Sciences

Grade: 6 - Ancient Civilizations

Curriculum units of study will be based on geography. Magnolia Science Academy will use the National Geographic Society curriculum as the foundation for study. Cultures will be studied by viewing the every day lifestyle of peoples. Online pen pal websites will allow students to exchange email with students from other countries.

Objective	Units/Lessons	Standard(s)
Archaeological Studies	Hunter Gatherer Societies Mapping (Integration Science)	6.1.1; 6.1.2; 6.1.3
	Guest Speaker	
	Interactive Computer Dig	
Mesopotamia, Egypt, Kush	Mapping-National Geographic Society	6.2.1; 6.2.2; 6.2.3; 6.2.4; 6.2.5
	Farming Game	6.2.2; 6.2.6; 6.2.8
	Biographical Interview Questions	6.2.7; 6.2.4
	Egyptian Art-Getty Museum	6.2.5
Evolution of Language	My Own Language Lesson	6.2.9
	Slang and Regionalisms	
	Integration into Language Arts Vocabulary Unit	
Ancient Hebrews	Guest Speaker/Biographical Presentation	6.3; 6.3.3
	Judaism-Laws-High Holy Days	6.3

	Map Activity and Reporting	6.3.4
Early Greek Civilizations	Field Trip-Getty Museum	6.4.8
	Greek Law-Panel Discussion	6.4; 6.4.6
	Mapping-National Geographic Society Materials	6.4
	Myths and gods/Masked Play	6.4.4
	Role Playing-Scientists and Mathematicians	6.4.8
Early Indian Civilizations	Rolling on the River: Map Unit	6.5.1; 6.5.2; 6.5.6
	Guest Speaker	6.5.3-6.5.5
	Medical, Math and Scientific Advances-Role Playing	6.5.7
Early Chinese Civilization	Take the High Road: Map Unit on the Silk Roads	6.6.7; 6.6.1; 6.6.2
	Teachings of Confucius-Panel	6.6.4
	Spreadsheet of Dynasties/technology Integration	6.6.8; 6.6.6; 6.6.5; 6.6.2
Roman Empire-Beginning	Field Trip-Getty Museums	6.7.1; 6.7.2; 6.7.8
	Biography-Research/Bibliography	6.7.4; 6.7.6; 6.7.7
	Map Game	6.7.3; 6.7.5

Grade: 7 - Medieval and Early Modern Times

Objective	**Units/Lessons**	**Standard(s)**
Expansion and the Fall of the Roman Empire	Online Museum-Art	
	Online Mapping-Expansion	7.1.2
	Mini-History	7.1.1; 7.1.3;
China in the Middle Ages	Field Trip-Getty Museum	7.3.5; 7.3.6
	Guest Speakers-	7.3.3; 7.3.4

	Religions	
	Farming Techniques	7.3.4; 7.3.2
Islam in the Middle Ages	Online Museums	7.2.3; 7.2.6
	Mapping-National Geographic Society	7.2.1; 7.2.2; 7.2.4; 7.2.5; 7.2.6
Medieval Africa	Online Museums	7.4.5
	African Folktale Project	7.4.5; 7.4.4
	Guest Speaker	7.4.1; 7.4.2; 7.4.3; 7.4.4
Medieval Japan	Screen Drawing Project	7.5.5; 7.5.4; 7.5.3; 7.5.2
	Guest Speaker-LAMA	7.5.5; 7.5.6
	Panel Discussion-Royal Japan	7.5.1; 7.5.2; 7.5.3; 7.5.4
Medieval Europe	Online Museums	7.6.6; 7.6.2
	The Castle Unit	7.6.3; 7.6.2; 7.6.4
	Mapping Activities	7.6.1; 7.6.2; 7.6.7; 7.6.9; 7.6.6; 7.6.9
Meso-America and Andean Civilizations	Mapping-National Geographic Society	7.7.1; 7.7.3
	Popcorn Unit	7.7.2; 7.7.3; 7.7.4; 7.7.5
Renaissance	Spreadsheet of one area (Math/Science/Arts)	7.8.5; 7.8.4; 7.8.2; 7.8.1
Reformation	Biography-Timeline	7.9.1; 7.9.2; 7.9.7; 7.9.5
	Mapping Activities	7.9.4; 7.9.6; 7.9.7
	Panel Discussions	7.9.1; 7.9.3
Scientific Revolution	Inventor Reports-Written	7.10
16th, 17th & 18th Centuries	Multimedia Presentations-Group Activity (Class in Three Sections)	7.11
	Readings from Magna Carta, English Bill of Rights and the American Declaration of Independence	7.11.6
	Oral Presentation of Multimedia Project-Peer Critiques	7.11

Grade:8 - American History

The focus for the first semester is the development of America's democratic institutions and the development of American politics, society, culture and the economy. The origins of regional differences will be stressed. The events leading up the Civil War and the consequences of that struggle will be explored. The rise of industrialization and contemporary social and economic conditions will be the last unit of the year.

Objective	Units/Lesson	Standard(s)
Major events preceding the founding of the nation and relationship to the development of American constitutional democracy	Personalities of the Great Awakening	8.1.1
	The Declaration of Independence	8.1.2
	France or England: War!	8.1.3
	America's Democratic Heritage	8.1.4
The Political Principles of the US Constitution: Enumerated and Implied Powers	In Congress Assembled	8.2.1; 8.2.2; 8.2.3; 8.2.4; 8.2.5; 8.2.6; 8.2.7
	We the People Unit	8.2.1; 8.2.2; 8.2.3; 8.2.4; 8.2.5; 8.2.6; 8.2.7
	Spreadsheet of Continental Congress	8.2.1; 8.2.2; 8.2.3; 8.2.4; 8.2.5; 8.2.6; 8.2.7
		8.2.1; 8.2.2; 8.2.3; 8.2.4; 8.2.5; 8.2.6; 8.2.7
Foundations of the American Political System	Project Vote-Smart Curriculum	8.3.1; 8.3.2; 8.3.3; 8.3.4; 8.3.5; 8.3.6; 8.3.7
	We the People Unit	8.3.1; 8.3.2; 8.3.3; 8.3.4; 8.3.5; 8.3.6; 8.3.7
Aspirations and Ideals of the People	History Firsthand (Library of Congress)	8.4.1; 8.4.2; 8.4.3; 8.4.4
	Colonization and Settlement, 1585-1763 Tinker, Tailor, Farmer, Sailor (LofC)	8.4.1; 8.4.2; 8.4.3; 8.4.4
	Diaries	8.4.1; 8.4.2; 8.4.3; 8.4.4
US Foreign Policy in the Early Republic	Sea Changes: A Study of a New England Industry	8.5.1; 8.5.2; 8.5.3
Challenges of the American People from 1800 to 1850	Marco Paul's Travels on the Erie Canal: An Educational Voyage (LofC) and America Dreams,	8.6.1; 8.6.2; 8.6.3

	(LofC)	
	Women's Movement: Voices for Votes: Suffrage Strategies (LofC) and Women: Struggle and Triumph (LofC)	8.6.6; 8.6.5; 8.6.4
	American Art:	8.6.7; 8.6.4
Divergent Path of the South: 1800-1850	Images of Our People (LofC)-North, Middle and Southern Colonial readings, images and import and export records	8.7.1; 8.7.2; 8.7.3; 8.7.4
Divergent Path of the West: 1800-1850	Gene Autry Heritage Visit & Curriculum Unit	8.8.1; 8.8.2; 8.8.3; 8.8.4; 8,8.5; 8.8.6
	Journeys West (LofC) and Lewis & Clark (LofC)	8.8.1; 8.8.2; 8.8.3; 8.8.4; 8,8.5; 8.8.6
	Tracking Down the Real Billy the Kid (LofC)	8.8.1; 8.8.2; 8.8.3; 8.8.4; 8,8.5; 8.8.6
Slavery Issue	Created Equal? (Library of Congress)	8.9.1; 8.9.2; 8.9.3; 8.9.4; 8.9.4; 8.9.5; 8.9.6
	North/South Panel	8.9.1; 8.9.2; 8.9.3; 8.9.4; 8.9.4; 8.9.5; 8.9.6
Causes, key events and consequences of the Civil War	Civil War Panel Debate: Research Skills	8.10.1; 8.10.2; 8.10.3; 8.10.4; 8.10.5; 8.10.6; 8.10.7
	Photojournalism (LofC) Matthew Brady-Journals and Mathew Brady Bunch (LofC)/Guest Speaker-Photojournalist	8.10.1; 8.10.2; 8.10.3; 8.10.4; 8.10.5; 8.10.6; 8.10.7
	National Expansion and Reform, 1815-1860 America Dreams (LofC)	8.10.1; 8.10.2; 8.10.3; 8.10.4; 8.10.5; 8.10.6; 8.10.7
	The Civil War through a Child's Eye (Library of Congress)	8.10.1; 8.10.2; 8.10.3; 8.10.4; 8.10.5; 8.10.6; 8.10.7
Reconstruction	Reconstruction Spreadsheet	8.11.1; 8.11.2; 8.11.3; 8.11.4; 8.11.5
Transformation of the American Economy and the Social and Political Influences of the Industrial	Research Project: Boat to Ellis Island	8.12.5; 8.12.7
	Kings of Capitalism: Research online	8.12.1; 8.12.3; 8.12.4; 8.12.5; 8.12.6

Revolution	(Department of Commerce)	
	Just Folks: Living in Cities and on Farms	8.12.3; 8.12.1
	Inventors and their Inventions: Research Paper	8.12.9
	Indian Boarding Schools: Civilizing the Native Spirit (LofC)	8.12.2
	The Grange and Populist Party: Panel Presentation	8.12.8

Grade: 9 - World History and Geography

Objective	**Units/Lessons**	**Standard(s)**
Development of Western Political Thought	Readings from Text And Primary Sources	10.1 & 10.2.1; 10.2.3
	Biography Assignment-Paper and Panel Presentation "A Meeting of the Minds"	10.1
Revolutions	Glorious Revolution	10.2.1
	French Revolution (CA Framework and DOE Lesson Plans)	10.2.4; 10.2.3
	American Revolution Compare and Contrast Paper	10.2.1; 10.2.4; 10.2.5
Industrial Revolutions	Invention Reports-Oral/Online Research	10.3
	Compare and Contrast Industrial Revolutions-Report Spreadsheet	10.3
New Imperialism	Past, Present and Future –Class divided into two topic areas	10.4.1; 10.4.2; 10.4.3; 10.4.4
World War I	Debate Entry and Significance	10.5; 10.6
Totalitarian Governments	History Channel and PBS Curriculum Units	10.7
WWII and Significance	Biography Key Figures-	10.8; 10.8.4; 10.8.5

	Written Paper	
	Post-War World-Mapping (Tiger Mapping and National Geographic Society)	10.8.1; 10.8.2; 10.8.3; 10.8.6
International Development	Continent Panel Reports-Research with Current Events Relationship	10.9.1; 10.92; 10.9.3; 10.9.4; 10.9.5; 10.96; 10.9.7
	Guest Speaker-College State Dept.-Careers	10.9.8
Nation Building	Middle East War-Guest Speakers	10.10.1; 10.102; 10.10.3
	UN Debate	10.10
	Embassy Guests for two units	10.10.1; 10.102; 10.10.3
Technology Boom	Recent Inventions-Multimedia Presentation	10.11

Grade: 10 - United States History

Objective	**Units/Lessons**	**Standard(s)**
Ideals and Foundations	We the People Curriculum	11.1
Industrialization, Immigration and Growth of the Cities	Child Labor in America (LOC)	11.2; 11.3.1
	Thank You, Mr. Edison (LOC)-biography assignment	11.2.2; 11.2.7
	Who Really Built America? (LOC)& Mapping Unit	11.2.8; 11.2.9; 11.2.6; 11.2.3
	Women, Their Rights & Nothing Less (LOC)	11.2.4; 11.2.8; 11.2.9
	America at the Centennial (LOC)	
	1900 America (LOC)	11.3
	To Market, To Market (LOC)	
	Religion-Guest	11.3

	Speakers	
	Presidential Policies	11.3
A Place in the World and World War I	What Are We Fighting For Over There? (LOC)	11.4
	Exploring Cultural Rituals (LOC)	11.4
	Census Research Paper	11.4
	What Do You See (LOC)	11.4
	Victory Gardens	11.4.5
Progressives	Debate-CA Governor Race	11.2; 11.5.3; 11.5.4; 11.5.2
Society and Culture	Inventions	11.5.7
Great Depression	Studs Terkel Interviews and Literature Connection	11.5; 11.5.5; 11.5.7
	Victory Garden-School Garden Unit	11.6
World War II	Field Trip-Museum of Tolerance	11.7
	Home Front/War Front	11.7
	Debate: Atomic Bomb	11.7
Civil Rights	Teach Tolerance Units	11.8.1; 11.8.2; 11.8; 11.10
	Eyes on the Prize Curriculum	11.8; 11.10
	Understanding History and Ourselves Units	11.8; 11.10
	From Jim Crow to Linda Brown (LOC)	11.8; 11.10
	Jackie Steals Home (LOC) Baseball and Popular Culture	11.8.8
Foreign & Domestic Policy Since WWII	Guest Speakers: Korean War, Vietnam, Women's Movement	11.9
	Diversity and Ignorance through the Teach Tolerance Curriculum	11.9
	Compare and Contrast Eras: Red Scare,	11.9

	Communist Scare and Today	
	Popular Culture Through Radio, Films and TV	11.8
	Fine Art Survey (Integration with Arts Classes)	11.8
Modern America	America Dreams (LOC)	11.11
Current Events	Current Events-Weekly	11.11
	Multimedia Presentation-Decade (1950-1990)	11.11

Grade: 11 - Civics/Government (One semester)

Objective	Units/Lessons	Standard(s)
Fundamental Principles and Moral Values of the People	Readings and Summaries	12.1
Balance of Power	Challenges to Each Branch-Multimedia Presentations	12.2; 12.4
Theories of Government	Spreadsheet of theories	12.1
Immigration	Debate: Mexican border	12.2
Bill of Rights	Contemporary Vote	12.1; 12.2
Key Issues	Panel Discussion: Research and Paper	12.7
World View of America	Historical and Current/de Tocqueville and Modern Day France	12.9
The Constitution	Class Project-Article Research-Online	12.3
The President	Mini-Research Projects/Summaries	12.9
Foreign Policy	Field Trip: Embassy	12.9; 12.10
	Mapping-National Geographic Units	12.9
The Judiciary	Court House Visit	12.5
	Guest Speakers Judge and Lawyer	12.5

	Constitutional Challenges	12.5
The Legislature	Interview: Public Official	12.5
Contemporary Issues	School Board Meeting and Vote Smart Project	12.6; 12.10

Grade: 11 Economics (One semester)

Objective	Units/Lessons	Standard(s)
Monetary Policy and Theory	Research Paper	12.1; 12e.2; 12e.3
Economic Vocabulary	Game-Weekly	12.1
Market Economy	Simulation	12.1; 12e.4; 12e.5
Fiscal Policy and Government	Panel Scenarios	12.1; 12e.2; 12e.3
World Labor Market	Guest Speaker-Outsourcing	12.1; 12e.4
Economic Data	Truth or Fiction: Evaluation of Statistics	12.1; 12e.2; 12e.4
International Trade	Online Data Collection	12.1; 12e.6
World Banking/Online Banking	Guest Speaker	12e.6
	FDIC Curriculum MoneySmart	12.1; 12e.2
World Economic Forces	Mapping and Projections	12.1; 12e.2; 12e.4
	Stock Market Project	12e.6
If Time Permits:	Field Trip: World Bank	12e.6
	Field Trip: Bank	

Language Arts

Courses in the Language Arts offer teachers a framework of mandatory assignments that build in units at the middle and high school levels. Literature selections are taken from the approved list and teachers will work during the mandatory development days to integrate themes with other content areas before the school year begins. Integrated units will be evaluated at the end of each year. Classes at all levels integrate writing and grammar development using computer word processing and grammar and writing drill programs. Peer editing rubrics will be integrated into most of the writing assignments and teachers will use the online RubiStar to create specific grading rubrics for assignments. Rubrics will be presented to students as assignments are given and students will use the same rubrics for peer editing at the high school level.

Grade: 6- English Language Arts

Objective	Units/Lessons	Standard(s)
Word Analysis, Fluency, and Systematic Vocabulary Development	Weekly Vocabulary and Assigned Grade Level Reading	1.0; 1.1; 1.2; 1.3
Reading Comprehension: Informational Materials	Daily Newspaper Article/Online Essay- Compare and Contrast	1.4; 1.5; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8
	Weekly Literature Magazine	1.4; 1.5; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8
Literary Response and Analysis: Focus on	Forms of Literature: Short Story, Essay, Novel	3.1
	Characterization	3.2; 3.8
	Setting	3.3
	Tone and the Language of Poetry	3.4
	Themes: Poetry	3.6
	Literary Devices	
	Plot	3.7
	Speaker/Voice	3.5
Writing Strategies	Writing Included in each activity or lesson	1.1
	Characterization: Paper	1.1; 1.2; 1.3
	Weekly current event summary	1.2; 1.3; 1.4; 1.5; 1.6
	Author Report	1.2; 1.3; 1.4; 1.5; 1.6
	Portfolio Essays	1.2; 1.3; 1.4; 1.5; 1.6
	Business Letter	1.1; 1.2; 1.3; 1.4; 1.5; 1.6
Writing Applications	Narrative Assignment (2 required)	2.1
	Expository Assignment (2 required)	2.2
	Research Report (1 required)	2.3
	Response to Literature (3 required)	2.4
	Persuasive Compositions (1	2.5

	required)-Debate and Panel Discussion (one required)	
Written and Oral English Language	Grammar Gremlin Competition (Integrated with Technology)	1.1; 1.2; 1.4
	Portfolio Review and Peer Edit	1.1; 1.2; 1.3; 1.4; 1.5
	Computerized topical spelling review	1.4; 1.5
	Personalized spelling review (Technology)	1.4; 1.5
	Business Letters	1.3; 1.2; 1.4; 1.5; 1.1
Listening and Speaking Strategies	Presentation: Author Presentation	1.4; 1.5; 1.6; 1.7
	Portfolio Defense	1.1; 1.2; 1.3
	Character Presentation	1.8; 1.7; 1.6
	Note taking-Other Presentations	1.3
	Note taking-Short Stories	1.3
	Advertisement Claims	1.9
Speaking Applications	Story Telling	2.1
	Book Summary & Review	2.2
	Book Panel	2.3
	Author Defense	2.4
	Multimedia Presentation on Social Science Topic Integration using thematic work and research	2.5

Grade: 7 - English Language Arts

Objective	Units/Lessons	Standard(s)
Word Analysis, Fluency, and Systematic Vocabulary Development	Weekly Vocabulary Jeopardy Game	1.0; 1.1; 1.2; 1.3
Reading Comprehension:	Daily Newspaper & Bi-	2.1; 2.2; 2.3; 2.4; 2.5;

Informational Materials	weekly public document	2.6
	Weekly Literature Magazine	1.4; 1.5; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6
Literary Response and Analysis: Focus on	Forms of Prose: Short Story, Essay, Novel, Novella	3.1
	Foreshadowing-Short Story	3.2
	Characterization	3.3
	Contrasting Points of View	3.5
	Themes: Universal & Recurring	3.4
	Class Critique: Essay	3.5
Writing Strategies	Weekly current event summary	1.2; 1.3; 1.4; 1.5; 1.6; 1.7
	Author Research & Report/Technology	1.2; 1.3; 1.4; 1.5; 1.6; 1.7
	Portfolio Essays & Revision	1.2; 1.3; 1.4; 1.5; 1.6; 1.7
Writing Applications	Research Report (1 required)	2.3
	Autobiography	2.1
	Response to Literature (3 required)	2.2
	Persuasive Compositions (2 required)-Debate and Panel Discussion (one required)	2.4
	Portfolio Review and Peer Edit	1.1; 1.2; 1.3; 1.4; 1.5
Written and Oral English Language	Expand computerized topical spelling review database	1.7
	Personalized spelling review (Technology)	1.7
	Presentation: Author Presentation	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7
	Portfolio Defense	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7

Listening and Speaking Strategies	Character Defense Presentation	1.8; 1.7; 1.6
	Note taking-Other Presentations	1.1; 1.2; 1.3
	Note taking-Panels	1.7; 1.8
	Public Address Analysis	1.8
	Panel Presentation-Persuasive	1.1; 1.2; 1.3; 1.4; 1.5; 1.6
	Multimedia Presentation	2.3

Grade: 8 - English Language Arts

Objective	Units/Lessons	Standard(s)
Word Analysis, Fluency, and Systematic Vocabulary Development	Weekly Vocabulary and Assigned Grade Level Reading	1.0; 1.1; 1.2; 1.3
	Word Origin-Daily Exercise	1.2; 1.3
Reading Comprehension: Informational Materials	Daily Newspaper Article/Online Essay-Compare and Contrast	2.2; 2.3; 2.4; 2.7
	Weekly Literature Magazine	2.2; 2.4
	Product Information-Reading and Design Integration with Technology	2.1; 2.4
	Writing summaries (3-directions, summary and mechanical device)	2.6; 2.5; 2.4; 2.7
Literary Response and Analysis: Focus on	Non-Fiction (Integration with History)	3.0
	Paper on Structural Elements of Novel	3.2; 3.3; 3.4; 3.5; 3.6
	Author Paper: Style	3.5; 3.6
	Forms of Poetry-Focus on American Poetry & *Enhancing a Poetry Unit with American*	3.1

	Memory (Library of Congress)	
	Historical Context: Characters	3.3
	Plot Development Essay	3.2
	Biographical Approach Essay	3.7
Writing Strategies	Writing included in each activity or lesson	1.0
	Bibliography on Author	1.4;
	Historical Context and Literature Paper	1.1; 1.2; 1.3; 1.4; 1.5; 1.6
	Peer Review of Papers	1.6; 1.5
Writing Applications	Write 2 Short Stories	2.1b; 2.1c; 2.1a
	Write 2 Responses to Literature	2.2a; 2.2b; 2.2c; 2.2d
	Write 1 research report (listed above)	2.3a; 2.3b; 2.3c; 2.3d
	Write 5 persuasive composition	2.41; 2.4b; 2.4c
	Write business letter	2.5a; 2.5b
	Write a basic resume	2.5a; 2.5b
	Integration with Science project-writing a lab report	2.6a; 2.6b; 2.6c
Written and Oral English Language	Evaluation of essays	1.0; 1.1; 1.4
	Portfolio Review and Peer Edit	1.1; 1.2; 1.3; 1.4; 1.5; 1.6
	Computerized topical spelling review	1.6
	Personalized spelling review (Technology)	1.6
	Business Letters	1.3; 1.2; 1.4; 1.5; 1.1; 1.6
Listening and Speaking Strategies	Presentation Evaluation (Instructor's Choice)	1.1; 1.2; 1.8; 1.9
	Portfolio Defense	1.1; 1.2; 1.3

	Presentation (Instructor's Choice)	1.3; 1.4; 1.5; 1.6; 1.7
	Note taking-Other Presentations	1.1; 1.2; 1.8; 1.9
	Note taking-Short Stories	1.1; 1.2; 1.8; 1.9
	Advertisement Claims	1.9
Speaking Applications	Author Biography	2.1
	Book Summary & Review	2.2
	Research Presentation	2.3
	Author Defense	2.4
	Poetry recitation (Students may use Technology integration) as part of multimedia presentation	2.5

Grade: 9-10 English Language Arts

Objective	**Units/Lessons**	**Standard(s)**
Word Analysis, Fluency, and Systematic Vocabulary Development	Weekly Vocabulary and Assigned Grade Level Reading	1.0; 1.1; 1.2; 1.3
	Word Origin-Daily Exercise	1.3; 1.2
Reading Comprehension: Informational Materials	Daily Newspaper Article/Online Essays; Interview Questions for Political Figure	2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.7; 2.8
	Weekly Literature Magazine	2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8
	Work Place Documents-One each week	2.1
	Annotated Bibliography on Top Four College or Universities (Student Selection)	2.1; 2.2; 2.3; 2.4
	Use of WWW sites and graphic calculators integrated into math and	2.6

	science concepts (Integrated assignment)	
Literary Response and Analysis: Focus on	Shakespeare Selection (required)	3.0; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.12
	Novel (Unit Integration-Created by Grade Level Teaching Group) (2 Minimum)	3.0; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.12
	Drama Selection	3.0; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.12
	Novella Selection	3.0; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.12
Writing Strategies	Writing Included in each activity or lesson	1.1
	Interview-Oral History	1.2; 1.3; 1.9
	Weekly current event summary	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9
	Shakespeare Paper-Tragedy (Technology)	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.9
	Drama Paper-Tragedy	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9
	Persuasive Paper-Instructor Choice	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9
Writing Applications Genres and Their Characteristics	Write Short Stories-2	2.1
	Responses to Literature-4	2.2
	Analytical Essay	2.3
	Research Paper-Controversial Topic	2.4
	Essay	2.3f; 2.3e; 2.3d; 2.3c; 2.3b; 2.3a
	Write Business Letter	2.5a; 2.5b; 2.5c; 2.5d
	Lab Report (2 required)	2.6a; 2.6b; 2.6c; 2.6d

Written and Oral English Language	Sentence Construction Review	1.1; 1.2
	Portfolio Review and Peer Edit	1.1; 1.2; 1.3; 1.4; 1.5
	Use Word Correct/Editing Feature	1.4; 1.5
	Research Paper (above)	1.4; 1.5; 1.1; 1.2; 1.3
Listening and Speaking Strategies	Presentation: 9-Informative/10-Persuasive	1.1; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9
	Portfolio Defense	1.1; 1.2; 1.3
	Public Address- 9-2 speeches/10-3 speeches	1.10; 1.11; 1.12; 1:14
	Note taking-Other Presentations	1.1; 12
Speaking Applications	Present Informative Speech	2.0; 2.1
	Book Summary & Review	2.2
	Book Panel	2.3
	Interview (Digital-Integration with History)	2.3a; 2.3b; 2.3c; 2.3d; 2.3e; 2.3f; 2.3g
	Speech Critique	2.41; 2.4b; 2.4c; 2.4d
	Present 1 persuasive speech each year	2.5a; 2.5b; 2.5c
	Present 1 descriptive presentation	2.6a; 2.6b; 2.6c
	Deliver Multimedia Presentation (Integration with Technology)	2.6

Grade: 11-12 English Language Arts

Objective	**Units/Lessons**	**Standard(s)**
Word Analysis, Fluency, and Systematic Vocabulary Development	Weekly Vocabulary and Assigned Grade Level Reading	1.0; 1.1; 1.2; 1.3
	Word Origin-Daily Exercise	1.3; 1.2
Reading Comprehension:	Daily Newspaper	1.1; 1.2; 2.1; 2.2; 2.3;

Informational Materials	Article/Online Essays; Interview Questions for Political Figure	2.4; 2.5; 2.6
	Weekly Literature Magazine	2.1; 2.2; 2.3; 2.4; 2.5; 2.6
	Expository Texts-One each week (Integration to Social Sciences)	2.1; 2.6; 2.4; 2.5
Literary Response and Analysis: Focus on	Analyze characteristics of subgenres	3.1
	Read Shakespeare-One each year	3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9
	Novel (Unit Integration-Instructor Choice)	3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9
	Short Stories - 3	3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9
	Essay-4	3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9
	Drama-second period	3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9
Writing Strategies	Writing Included in each activity or lesson	1.1-1.9
	Elements of Discourse-Critique of Writing	1.0; 1.1; 1.2; 1.4; 1.5
	Weekly current event summary	1.1; 1.2; 1.3; 1.4; 1.5; 1.6
	Humorous Writing	1.5
	School Newspaper Articles	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9
Writing Applications	Autobiographical Essay (College Essay)	2.0; 2.1
	Fictional Essay	2.1
	Biographical Essay on Author	2.1
	Response to Literature-4	2.2
	Reflective Compositions-4	2.3

	Historical Investigation-Topical/Integrated into Social Science Courses	2.4
	Update resume and autobiographical essay	2.5
	Create multimedia presentation	2.6
Written and Oral English Language	Editing Symbols	1.3
	Portfolio Review and Peer Edit	1.1; 1.2; 1.3; 1.4; 1.5
	Computerized topical spelling review	1.4; 1.5
	Personalized spelling review (Technology)	1.4; 1.5
Listening and Speaking Strategies	Presentation: Persuasive	1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10
	Portfolio Defense	1.7; 1.8; 1.9
	Rhetoric: Persuasive Appeals and Advertising In Election Years-Ads	1.1; 1.2; 1.3; 1.14
	Note taking-Other Presentations	1.3
	Speaker Critique	1.11; 1.12; 1.13
	Public Address (Integrated into Social Science)	1.1; 1.2; 1.3; 1.11; 1.12; 1.12; 1.13
Speaking Applications	Present Reflective Presentation	2.1
	Book Summary & Review	2.3
	Book Panel	2.3
	Present Oral Report on Historical Investigation (Integration with Social Sciences)	2.2
	Deliver Multimedia Presentation integrating recitation of literature	2.4; 2.5

Grade: 6-8 Physical Education

Objective	Units/Lessons	Standard(s)
Wellness	Link Exercise and Health	CA PE Framework
Exercise and Diet	Weekly Record of Exercise One Month Plan	
Lifelong Plan for Health	Computerized Exercise Plan	
Nutrition	Food Groups	
	Eating for Exercise	
	Food Pyramid	
Physical Proficiency	Single Participant	
	Team Activity	
	Leader	
Movement	Link Movement	
	Independent Learning of Skills & Motions	
	Understand Diversity in Movement and Play	
Exercise	Sports and Dance Units	

Grade: 9-12 Physical Education

Objective	Units/Lessons	Standard(s)
Wellness	Exercise and Health Units (NIH)	CA PE Framework
Exercise and Diet	Weekly Record of Exercise and Food Intake One Month Plan	
Lifelong Plan for Health	Computerized Exercise Plan-Semester Plan	
Advanced Understanding of Nutrition	Food Groups and Interactions	
	Eating for Exercise	
	Food Pyramid	
Advanced Physical Proficiency (Rated on a	Single Participant	
	Team Activity	

Scale of 1 to 6)	Leader	
Movement	Link Movement	
	Independent Learning of Advanced Skills & Motions and Sports teams	
	Understand Diversity in Movement and Play and Sports	
Exercise	Sports and Dance Units	

Grade: 10 Health and Safety

Objective	**Units/Lessons**	**Standard(s)**
Choices	HS- Peer Pressure and Sex MS-Good Hygiene and Occupational Safety	Expectations 1, 6 & 8
Home Safety	National Fire Association	Expectation 4
Tolerance and Diversity	Teach Tolerance Units	Expectation 5 & 7
Wellness and Habits	Tobacco Free! (American Cancer Association)	Expectation 3
Safety	Safe Driving (AAA Club)	Expectation 3
Work and School Safety	Red Cross Master of Disaster Units	Expectation 4
Homeland Security	FEMA Home and School Safety	Expectation 3 &5
Enjoyment & Relaxation	Recreation Yesterday and Today (Library of Congress/AMC)	Expectation 1
Nutrition and Diet & Dental Health	Looking Good, Feeling Good: From the Inside Out (NIH)	Expectation 2 & 9
Survival Skills	Sleep, Sleep Disorders, and Biological Rhythms (NIH)	Expectation 1 & 2
Exercise	The Science of Energy Balance: Calorie Intake and Physical Activity (NIH)	Expectation 2 & 4
Wellness and the World	The Science of Mental	Expectation 4

	Illness (NIH)	
Wellness	Understanding Alcohol: Investigations into Biology and Behavior (NIH)	Expectation 3

Fine and Performing Arts

Grade: 7 Music Appreciation

Students may elect to take Music Appreciation more than once. Lessons and Activities will be different each year. Unit formatting and themes will remain the same but composers and selection of music will rotate every three years.

Each musical era will be placed into the appropriate cultural context relating to the arts, society, economics, and scientific and mathematical exploration.

Objective	Units/Lessons	Standard(s)
Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Reading Music	1.1, 1.2, 1.3
	Music Critic	1.4, 1.5, 1.6
	Reading the Critics	1.4, 1.5, 1.6
	What is Music? /Definitions	1.0
	Description of Written Work	1.0
Creative Expression: Creating, Performing, and Participating in Music	Explore technological innovations in music	2.0
	Identify and use basic rhythm, melody and harmony	2.0
	Solving a Problem in Music	2.0
	Selection of Instruments or Technology	2.0
Historical & Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music	Movements and Eras of Music	3.0
	Western and Non-Western Music	3.0
	Influence Over Time	3.0

Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works of Music	Collection of Music Reflections including one Critique	4.0
	Music Criticism in written and oral presentations	4.0
Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Careers in Music (Science Related)	5.0
	Diversity in Music/World Music	5.0
	Portfolio of Projects and Papers	5.0
	Music and History	5.0

Grade: 9-12 Advanced Music Appreciation (elective)

Students may elect to take Advanced Music Appreciation more than once. Lessons and Activities will be different each year. Unit formatting and themes will remain the same but composers and selection of music will rotate every four years.

Each musical era will be placed into the appropriate cultural context relating to the arts, society, economics, and scientific and mathematical exploration.

Objective	**Units/Lessons**	**Standard(s)**
Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Definitions	1.0
	Change Over Time	
	Symphony	
	Chamber Music	
Creative Expression: Creating, Performing, and Participating in Music	Instrumentation	2.0
	Scoring	
	Voice	
Historical & Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music	Composers	3.0
	Conductors	
	Vocal and Choral Music	
	Research Paper on a Movement or Era	
	LA and Music Contributions	
Aesthetic Valuing:	Critique of Composer	4.0

Responding to, Analyzing, and Making Judgments About Works of Music	Critique of Performance	
	Critique of Conductor	
Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	History, L/A and Music (AP)	5.0
	Portfolio of Work this Semester-Multimedia Presentation Using Music	
	Careers-Electronic Music and Music Historians	

Grade: 6 Art Appreciation

Students may elect to take Music Appreciation more than once. Lessons and Activities will be different each year. Unit formatting and themes will remain the same but composers and selection of music will rotate every three years.

Each musical era will be placed into the appropriate cultural context relating to the arts, society, economics, and scientific and mathematical exploration.

Objective	**Units/Lessons**	**Standard(s)**
Artistic Perception	What is Art?	1.0
	Guest Speakers-Artists	1.0; 2.0; 3.0; 4.0
	Vocabulary of Art	1.0; 4.0
Creative Expression	Basic Techniques and the Art Process: Drawing, Printmaking, Photography, Watercolor and Tempera, Oil and Acrylic Painting, Sculpture (Hard and Soft), Casting, Relief and Murals	2.0
Historical and Cultural Context	Visiting the Museum	3.0
	Movements and Periods and Artists: Panels and Written Report	3.0
	Geographic Differences	3.0
	Art as Culture	3.0
Connections, Relationships and Applications	Art Theory	4.0
	Portfolio on Artist or Period	4.0

	Evaluation of Art	4.0
	Purposes of Art	4.0
	Art in History	4.0

Grade: 9 Visual Arts

Students may elect to take Advanced Art Appreciation more than once. Lessons and Activities will be different each year. Unit formatting and themes will remain the same but composers and selection of art will rotate every four years.

Each era of study will be placed into the appropriate cultural context relating to the arts, society, economics, and scientific and mathematical exploration.

Objective	**Units/Lessons**	**Standard(s)**
Artistic Perception	Public Art	1.0
	Guest Speakers-Artists	1.0; 2.0; 3.0; 4.0
	Vocabulary of Art	1.0; 4.0
Creative Expression	Folk/Outsider Art, Crafts, Clay, Architecture, School Garden and Outdoor Art	2.0
Historical and Cultural Context	Visiting the Museum-Four Field Trips During the Year	3.0
	Movements and Periods and Artists: Panels and Written Report • Detailed Study of the Movements and Artists including: Pre-historic • Non-Western Art • Ancient • Medieval • Renaissance • Baroque • Eighteenth Century • Nineteenth Century • Twentieth Century • Modernism • Post-Modernism	3.0
Connections, Relationships and	Art Theory	4.0
	Evaluation of Art	4.0

Applications	Purposes of Art	4.0
	Art in History-Focus on the Periods Above	4.0
Portfolio	Independent Work with Instructor	

Science

The Science classes will integrate the service learning projects (school garden and battery recycling) into the curriculum. All courses will use lab and experimentations at a minimum of four times a year. Technology will be integrated into every lesson offered at all grade levels.

Grade: 6 Earth Science

Objective	Units/Lessons	Standard(s)
Plate Tectonics and Earth's Structure	Shake, Rattle and Roll: Online Plate Tectonics	1.a; 1.b; 1.c; 1.d; 1.e; 1.f; 1.g
	Graphing CA 1989 Quake (Integration with History)	1.e; 1.f; 1.g
	Exploring the Environment Units (NASA)	1.e-1.g
Shaping Earth's Surface	Project Wet	2.a; 2.b; 2.d
	FEMA Flood Lesson	2.a; 2.b; 2.d
	EPA Beaches and Coastal Tidelands	2.b; 2.c
Heat (Thermal Energy)	EPA-SunWise Program	3.a; 3.b; 3.c; 3.d
	From a Distance: An Introduction to Remote Sensing/GIS/GPS Units (NASA)	3.a-3.c
	Hurricanes as Heat Engines (NASA)	3.c
Energy in the Earth System	Project Wet	4.a; 4.b; 4.c; 4.d; 4.e
	EPA-SunWise Program	4.a; 4.b; 4.c; 4.d; 4.e
	Graphing Atmospheric Ozone (NASA)	4.0
Ecology (Life Sciences)	Great Plant Escape (NASA)	5.a-5.e
	School Garden (Service	5.a; 5.b; 5.c; 5.d; 5.e

	Learning) Composting	
Resources	EPA Environmental Detectives	6.a; 6.b; 6.c; 6.d; 6.e
	EPA Recycle Unit	6.a; 6.b; 6.c; 6.d; 6.e
	Wool Unit/National Wool Board	6.c
	Beef and Resources	6.a
Investigation & Experimentation	EPA SunWise UVH Lab	7.a; 7.b; 7.c; 7.d; 7.e; 7.f; 7.g; 7.h
	Project Wet Labs	7.a; 7.b; 7.c; 7.d; 7.e; 7.f; 7.g; 7.h
	FEMA Flood Lab	7.a; 7.b; 7.c; 7.d; 7.e; 7.f; 7.g; 7.h
	All NASA Units incorporate labs (as time permits these will be used)	7.a-7.h

Grade: 7 Life Science

Objective	**Units/Lessons**	**Standard(s)**
Cell Biology	Cell Software	1.0a-1.0f
	Discover Earth: Earth as a System (Adapted) (NASA)	1.0a-1.0f
	Simple Cells and the Microscope	1.0a-1.0f
Genetics	DNA Model Manipulatives Unit	2.0-2.0e
	Great Planet Escape (Adapted) (NASA)	2.0-2.0e
Evolution	Image the Universe (Adapted) (NASA)	3.0a-3.0e
Earth Sciences	Exploring the Environment (NASA) Volcanic eruptions and Plate Tectonics	4.a, 4.b, 4.e, 4.g
	Exploring the Environment (NASA) Asteroids	4.b, 4.g
	Exploring the Environment (NASA) Radioactivity, fossils and	4.g, 4.c, 4.d, 4.a

	rocks	
Structure and Function of Living Systems	Discover Earth: Earth as a System (Adapted) (NASA)	5.0
	School Garden Unit-Plant Growth	5.a; 5.b
	PBS Human Body Series and Adapted Curriculum with manipulatives	5.a; 5.b; 5.c; 5.d; 5.e; 5.f; 5.g
Physical Science	IMAGERS (NASA)	6.a; 6.b; 6.c; 6.d; 6.e
	From a Distance (NASA)	6.a; 6.b; 6.c; 6.d; 6.e
	TRMM: EYE	6.a; 6.b; 6.c; 6.d; 6.e
	Robotics Lab	6.h; 6.i; 6.j
	Microscope and telescope Lab	6.g; 6.f
Investigation & Experimentation	All NASA Units incorporate labs (Integration of a minimum of six for the year)	7.0

Grade: 8 Physical Science

Objective	**Units/Lessons**	**Standard(s)**
Motion	Wright Flyer (NASA Quest Unit)	1.a-1.f
Forces	Wright Flyer (NASA Quest Unit) and NASA Aerospace Online Curriculum	1.a-1.f
Structure of Matter	Imagine the Universe (NASA) Units	3.a-f
Earth Sciences (Earth in the Solar System)	From a Distance (NASA Unit) and	4.a-4.e
	Imagine the Universe (NASA Unit)	4.a-4.e
	From Stargazers to Starships (Stern) and Tour the ASM Sky	4.a-4.e
Reactions	From text	5
Chemistry of Living	Discover Earth: Earth as	6

Systems (Life Sciences)	a System (Adapted) (NASA)	
Periodic Table	Unit: Periodic Table	7.a-7.c
Density and Buoyancy	Will It Float? And There's Air In There (NASA) And Archimedes' Principle (NASA/Aerospace)	8.a-8.d
Investigation and Experimentation	All units have a minimum of one lab. Six labs are required for this year.	9.a-9.g

Grade: 9-12 Biology

Objective	**Units/Lessons**	**Standard(s)**
Cell Biology	Cell Biology and Cancer Units (NIH)	1.a-h
	Using Technology to Study Cellular and Molecular Biology	1a-h
	Microscope Lab	1.a-j
Genetics	Human Genetic Variation Units (NIH)	2.a-2.e
	The Human Genome Project-Guest Speaker	1.a-a.j
Ecology	EPA Environmental Units	6.
	Environmental Defense Fund Curriculum Units	6.a; 6.b; 6.c; 6.d, 6.e, 6.f, 6.g
	Project Wild	6
	Project Wet	6
Evolution	Text	7.a-f & 8a-f
Physiology	The Brain: Understanding Neurobiology (Selected Lessons) (NIH)	9.a; 9.b; 9.c; 9.d
	Roles of Acids and Bases in the Body (#AELP-CHM0201 Ed Ref Desk)	9

	Emerging and Re-emerging Infectious Diseases Units (NIH)	10.a-10.f

Grade: 9-12 Chemistry

Objective	Units/Lessons	Standard(s)
Atomic and Molecular Structure	Periodic Table Unit and SMILE Project Unit	1.a-1.j
Chemical Bonds	Expedition 2000 (ISS)	2.a-2.e
Conservation of Matter and Stoichiometry		3.a-3.e
Gases and Their Properties	SMILE Project Units	4.a-4.f
	Charles' Law (#AELP-CHM0202 Ed Ref Desk)	4
Acids and Bases	ChemMatters Units	5.a-5.d
Solutions	ChemMatters Units	6.a-6.d
Chemical Thermodynamics	ChemMatters Units	7.a-7.e
Reaction Rates	SMILE Project Units and Food Chemistry Unit	8.a-8.c
Chemical Equilibrium	SMILE Project Units	9.a & 9.b
Organic Chemistry and Biochemistry	School Garden Unit	10.a-f
	Carbon Dating Lab	10.b
Nuclear Processes	NASA Units and Guest Speakers/Field Trip to JPL	11.a-11.f

Grade: 9-12 Physics

Objective	Units/Lessons	Standard(s)
Motion and Forces	Newton Car Unit (NASA)	1.a; 1.b; 1.c; 1.d; 1.e; 1.f; 1.g; 1.h
	Airplane Gallery Unit (NASA)	1.a; 1.b; 1.c-1.g; 1.k; 1.1
	Weight and Balance Forces Acting on an Airplane (NASA Unit)	1.a-1.l
	Newton's First, Second and Third Laws of Motion	1.1.a-m

	(Lessons and Activities) (NASA)	
	Graphing Data from a Spreadsheet	
Conservation of Energy and Momentum	NASA Glenn History and Missions Problems (NASA Units) and Guest Speaker	2.a-2.h
	Springs and Capacitors Lab	2.h
Heat and Thermodynamics	Stanford SOLAR Series Units and Labs	3.a-3.g
Waves	Stanford SOLAR Series Units and Labs: (Calculating Doppler Shifts and Solar Spectrometry)	4.a-4.f
	Guest Speaker or Trip to Observatory	4.a-4.f
Electric and Magnetic Phenomena	Stanford SOLAR Series Units and Labs and Guest Speaker	5.a-5.o

Mathematics

Overview:

Mathematics in the middle schools will focus on building a foundation of number sense, operations and quantitative reasoning, including algebraic thought, patterns, and relationships. Geometry and spatial reasoning skills, measurement, basic skills in probability and statistics will also be included in units of study. Lessons will ask students to explore math concepts, properties of numbers and algorithms I in practical real-life problems. Students will be asked to describe these relationships in verbal, numeric, graphic and symbolic representations of the relationships. Lessons and activities will geometric relationships and properties and spatial reasoning including modeling, problem solving and analysis of word problems. Assessment will require students to use critical thinking skills to quantify attributes, generalize procedures to solve problems. Students will use appropriate statistics, data, reasoning and concepts using probability to draw conclusions, evaluate arguments and proofs, and adapt and revise reasoning based on peer and instructor recommendations.
Units, lessons, and activities, emphasize problem solving and appropriate language to make connections between mathematics and other content areas. Students will use technology, including four-function calculators, for use in problems involving whole numbers, decimals and fractions. Lessons and units will also include manipulative materials to facilitate conceptual understanding and problem solving.

Grade: 6 Mathematics

Objective	Units/Lessons	Standard(s)
Number Sense: Compare and Order and Solve Problems	Fun With Foods (Real World Problems & Nutrition Integration)	1.1-1.4 & 2.1-2.4
	Fractions, Fractions, Everywhere!	1.1; 1.2
	A Decimal is an Important Point	1.1
	Patterns in Nature (Science Integration)	1.2
	Compare and Order	1.1; 1.2; 1.3; 1.4
	Tangrams	1.0
	Erastosthenes Formula	
Calculate and Solve addition, subtractions, multiplication, and division	Southern California Edison Power Units	2.1; 2.2; 2.3; 2.4
	Text	2.0
	Decimals Patchwork Patterns (NSA/MEPP)	2.1
Algebra and Functions	Text	1.0-1.4
	It's All Variable (NSA/MEPP)	1.0-1.4
	Graphing (integration with Social Sciences)	2.0-2.3
	NASA Speed, Distance and Time Units	2.2;2.3
Measurement and Geometry	NASA Math Units of plane and solid shapes	1.0
	Two-dimensional figure descriptions and identification	2.0
Statistics, Data Analysis and Probability	Birth Rates for Our City Unit (Integration of Social Science)	1.0, 2.0, 3.0
Mathematical Reasoning	Our School Census	1.0; 2.0; 3.0
	School Garden and Planting Design	1.0; 2.0; 3.0
Careers in Math	Meet a Mathematician (NSA/MEPP)	

Grade: 7 Mathematics

Objective	Units/Lessons	Standard(s)
Number Sense	Rational Numbers in Scientific Notations Problems and Approximate Number Problems	1.1
	Positive Number to Whole Number Powers Problems	1.2
	Convert Fractions to Decimals and to Percent Problems	1.3
	Problems Using Rational and Irrational Numbers	1.4; 1.5
	Exponent, Powers and Root Problems	2.0; 2.1; 2.2; 2.3;2.4; 2.5
Algebra and Functions	Problems Using Qualitative Relationships Involving Algebraic Terminology, Expressions, Equations, Inequalities, Graphs	1.1; 1.2; 1.3; 1.4; 1.5
	Problems Involving Integer Powers and Simple Roots	2.0
	Problems Requiring Graphs and Interpretation of Linear and Nonlinear Functions	3.0
	Problems Involving Simple Linear Equations and Inequalities over the Rational Numbers	4.0
Measurements and Geometry	School Garden Design	1.0-3.0
Statistics, Data Analysis, and Probability	Planting Guide	1.0
	Portfolio: Semester Problem Involving: Collection, Organization, Data Sets (Technology Integration with Spreadsheet)	1.0
Mathematical Reasoning	Real World Problems	

	Guest Speaker from Industry Illustrating Connection with this Course	

Grade: 8 Pre-Algebra

Objective	Units/Lessons	Standard(s)
Identify and Use Properties and Subsets	Rational and Irrational Numbers	1.0
	Real Numbers	1.0
	Closure Properties	1.0
Operations	Take the Opposite	2.0
	Find the Reciprocal	2.0
	Take the Root	2.0
	Raise to a Fractional Power	2.0
	Rules of Exponents	2.0
Solve Equations and Inequalities	Absolute Value Problems	3.0
Simplify	Expressions and Polynomials	4.0; 12.
Measurement	It's All in the Measurements (NSA/MEPP)	
Identify and Use Properties and Subsets: Integers	Get A Line on Integers (NSA/MEPP)	1.0
	Incredible Integer (NSA/MEPP)	1.0
	The Sum of Our Integer Intelligences (NSA/MEPP)	1.0
	Integer and Equation Jeopardy (NSA/MEPP)	1.0
	Interesting Integers & Exciting Equations (NSA/MEPP)	1.0

Grade: 9 Algebra I

Objective	Units/Lessons	Standard(s)
Identify and Use	Integers	1.0

Properties and Subsets	Rational and Irrational Numbers	1.0
	Real Numbers	1.0
	Closure Properties	1.0
Operations	Take the Opposite	2.0
	Find the Reciprocal	2.0
	Take the Root	2.0
	Raise to a Fractional Power	2.0
	Rules of Exponents	2.0
Solve Equations and Inequalities	Absolute Value Problems	3.0
Simplify	Expressions and Polynomials	4.0; 12.
Solve Multistep Problems	Word Problems	5.0
	Linear Equations	5.0
	Justification	5.0
Graphing	Linear Equations	6.0
Verify Points	Points on Line	7.0
Point Slop Formula	Linear Equations	7.0
Parallel and Perpendicular Lines	Text Problems	8.0
Monomials and Polynomials	Word Problems and Multistep Problems	9.0; 10.0
Factoring	Common Factor Problems and Squares	11.0
Rational Expressions and Functions	Text Problems	13
Application	Space Mathematics (NASA)	1.0-13.0

Grade: 10 Algebra II

Objective	**Units/Lessons**	**Standard(s)**
Solve Problems	Equations and Inequalities Involving Absolute Value (and Graph	1.0

	Functions)	
	Polynomials (including long division; squares and cubes)	3.0
	Real and Complex Numbers (Relationship and points in the plane; add, subtract, multiply and divide)	5.0
	Quadratic Equations (word problems and complex number system)	8.0
	Rational Expressions with monomial and polynomial denominators	
	Simplify complicated rational expressions	7.0
Solve Systems	Linear Equations and Inequalities by Substitution (With Graphs or with Matrices)	2.0
Explanation of Laws	Prove Simple Logarithms and Translations in Any Base and Approximate Values	11.0; 11.1; 11.2; 13.0; 14.0
	Fractional Exponents and the Relationship to Growth and Decay	12.0
Graph	Quadratic Functions (and determine maxima, minima, and zeros of the function) and use of factoring, completing the square or suing the quadratic formula	8.0
	Changes in the Coefficient Problems	9.0
Determine Truth	Algebraic Statements	15
Practical Application	Space Mathematics (NASA)	

Grade: 11 Geometry

Objective	**Units/Lessons**	**Standard(s)**

Defined Words	Jeopardy Game	1.0
	Basic Trigonometric Functions	18.
Proofs	Geometric proofs	2.0
	Proofs by Contradiction	2.0
	Isoperimetric Geometry (Introduction-Adapted) (NASA)	
Theorems and Properties: Problems in:	Congruence and Similarity	4.0
	Triangle Inequality	6.0
	Parallel Lines	7.0
	Quadrilaterals	7.0
	Circles	7.0
	Pythagorean Theorem	14; 15.
	Coordinate Geometry	17
Validity	Problems and Counter examples	3.0
Geometric Figure Use	Problems involving perimeter, circumference, area, volume, lateral areas and surface area	8.0
Computing Volumes and Surface Areas	Problems involving prisms, pyramids, cylinders, cones and squares [know formulas for each] and polygons, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids	9.0; 10.
	School Garden: Covering trellis decorations	9.0
Classify Figures and Solve Problems	Triangles and Polygon Problems	12.
Use of Equipment	Problems using straightedge and compass	16.
Trigonometric Functions	Problems using unknown length of a side of a right triangle; Angle and side relationships; Elementary relationships between angles of a right	18.; 20.; 19.;18.

	triangle	
Solving Proofs	Relationship problems of: secants, chords, tangents, inscribed angles and inscribed and circumscribed polygons of circles	21.
Practical Application	Space Mathematics (NASA)	

Grade: 9-12 Trigonometry

Objective	Units/Lessons	Standards
Measuring Angles	Degree and Radian problems and Slope of the Line Problems	1.0; 7.0
Graphing	Sine and Cosine Functions	2.0
Proofs	Problems with the Pythagorean Theorem	3.0
Graphing	Problems involving amplitude, frequency, period and phase shift; secant and cosecant functions; tangent and cotangent functions; inverse trigonometric functions	4.0; 5.0; 6.0; 8.0
Defining	Tangent and Cotangent	5.0
	Inverse Trigonometric Function	8.0
	Secant and Cosecant Functions and Laws and Applications	6.0; 13.0
	Addition Formula	10.
	Half Angle	11.
Trigonometry	Unknown Sides or Angles in Right Triangle Problems	12.
	Variety of Application and World Problems	19
Triangle	Area Problems	14

Polar Coordinates	Rectangular Coordinates; Equations given in rectangular coordinates	15
Complex Numbers	Polar Form Problems	16
Theorems	DeMoivre's theorem	17

Grade: 9-12 Calculus

Objective	Units/Lessons	Standard(s)
Visualizations and Transformation Figures	Radius Problems	24.0
Differential Equations	Graphing with Calculator and by Hand	1.0; 1.2
	Definitions and Use them to Solve Problems	1.3; 2.0; 3.0; 4.0; 5.0; 10.0; 11.0; 12.0; 16.0; 17.0; 18.0; 19.0; 23.0; 25.0; 27.0
Euler's Method		
Models	Rolle's Theorem, L'Hopital's Rule, Riemann Sums, Integrals, Theorem of Calculus, Simpson's Rule and Newton's Method	8.0; 13.0; 14.0; 15:0; 21.0; 22.0;
Taylor's Theory	Polynomials and Taylor Series	26.0
Probability		5.0; 6.0; 8.0; 7.0
Technology		
Application to Real World	Space Science Units	12.0; 14.0; 16.0

Grade: 9-12 Statistics

In an age of rapid communication and immediate access to information and data, students need to understand statistical information. Students will collect, study, and use descriptive statistics in this course. Students will also learn to interpret data and to make decisions based on their interpretations. Probability is a part of this strand and students will explore problems of

probability, the study of chance, so that numerical data can be used to predict future events as well as record the past. A command of statistics and probability is essential in all aspects of adult life.

Objective	Units/Lessons	Standard(s)
Definitions	Computer Database	1; 2; 6; 8
Demonstrate Understanding	The Bigger They Are…(SCORE)	3; 4; 5, 7
	Discovering Growth Patterns (SCORE)	
	How Popular Is Your Web Site? (SCORE)	
	NASA Space Units	
	Color Computers and Math (SCORE)	
	Population Ratio (SCORE)	
Project	Statistical Project: Independent Design-Portfolio Project	1; 2; 3; 4; 5; 6; 7; 8

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	2nd 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	Martin Luther King, Jr. Day – No School

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	1st Semester Exams- Min. Days
2/4	End of 1st Semester- 1st Report Card
2/7	2nd 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	3rd 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	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	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	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5/6	4th 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	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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

MAGNOLIA SCIENCE ACADEMY

BELL SCHEDULES

2010-2011

REGULAR DAY: Monday, Wednesday, Thursday & Friday	
FIRST BELL	7:55 AM
1ST PERIOD	8:00 – 8:50 AM
2ND PERIOD	8:54 – 9:44 AM
3RD PERIOD	9:48 – 10:38 AM
4TH PERIOD	10:42 – 11:32 AM
LUNCH & SSR	11:36 AM – 12:01 PM
SSR & LUNCH	12:05 – 12:30 PM
5TH PERIOD	12: 34 – 1:24 PM
6TH PERIOD	1:28 – 2:18 PM
7TH PERIOD	2:22 – 3:12 PM
Tutoring & Homework Club	**3:20– 4:10 PM**
Clubs	**4:15 – 5:00 PM**
Snack	**5:00 – 5:15 PM**
Clubs	**5:15 – 6:00 PM**

SHORTENED DAY: Tuesday	
FIRST BELL	7:55 AM
1ST PERIOD	8:00 – 8:40 AM
2ND PERIOD	8:44 – 9:24 AM
3RD PERIOD	9:28 – 10:08AM
4TH PERIOD	10:12 – 10:52 AM
5TH PERIOD	10:56 – 11:36 AM
LUNCH & SSR	11:40 AM – 12:05PM
SSR & LUNCH	12: 09 – 12:34 PM
6TH PERIOD	12:38 – 1:18 PM
7TH PERIOD	1:22 – 1:52 PM
Hip-Hop & Gym	**2:05 – 3:15 PM**
Clubs	**3:20 – 4:05 PM**
Snack	**4:05 – 4:20 PM**
Clubs	**4:20 – 6:00 PM**

MINIMUM DAY	
FIRST BELL	7:55 AM
1ST PERIOD	8:00 – 8:31 AM
2ND PERIOD	8:35 – 9:06 AM
3RD PERIOD	9:10 – 9:41 AM
4TH PERIOD	9:45– 10:16AM
5TH PERIOD	10:20 – 10:51 AM
6TH PERIOD	10: 55– 11:26 AM
7TH PERIOD	11:30 AM – 12:01 PM

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
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

Table of Contents

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

PARTNERSHIP

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.**

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

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.

II. DISCIPLINE POLICIES

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**:*

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

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

3rd 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:

1st Offense: Device is confiscated and returned to the student after school.

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

3rd 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 sup-port individual teacher standards and procedures for cheating and plagiarism.

***Consequence**s:*

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

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

3rd 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:

1st Offense: Loss of privilege of using school computers for the remainder of the week.

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

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

Tampering with Hardware or Software Consequences:

1st 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.

2nd 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.

3rd 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:

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

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

3rd 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*:*
1st 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.

2nd Offense: As above, steps will be followed to attain proper attire. Possible one (1) day detention.
3rd Offense: As above, steps will be followed to attain proper attire. Up to one (1) day suspension.
4th Offense: As above, steps will be followed to attain proper attire. Up to three (3) day suspension.
With the 5th 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:

1st Offense: Parent/Guardian contacted. Up to three (3) day suspension. Possible Expulsion.

2nd Offense: Parent/Guardian contacted. Up to five (5) day suspension. Possible Expulsion.

3rd 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*:*

1st Offense: Parent/Guardian contacted. Possible detention and confiscation of the card(s), dice etc. with retrieval only by parents/guardians.

2nd Offense: Parent/Guardian contacted. Up to two (2) day suspension.

3rd 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*:*

1st Offense: Parent/Guardian contacted. Detention, possible suspension.

2nd Offense: Parent/Guardian contacted. Up to five (5) day suspension.

3rd 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 team-work with their children.

Consequences:

1st Offense: Parent/Guardian contacted. Detention, possible suspension

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

3rd 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:
1st Offense: Parent/Guardian contacted. Up to two (2) day suspension.
2nd Offense: Parent/Guardian contacted. Up to four (4) day suspension.
3rd 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:
1st Offense: Parent/Guardian contacted. Detention, up to three (3) day suspension.
2nd Offense: Parent/Guardian contacted. Up to five (5) day suspension.
3rd 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:

1st Offense: Parent/Guardian contacted. Up to three (3) day suspension.

2nd Offense: Parent/Guardian contacted. Up to five (5) day suspension.

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

3rd 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:
1st Offense: Parent/Guardian contacted. Detention, up to two (2) day suspension.
2nd Offense: Parent/Guardian contacted. Up to three (3) day suspension recommended.
3rd 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:
1st Offense: Parent/Guardian contacted. Detention, up to one (1) day suspension.
2nd Offense: Parent/Guardian contacted. Up to five (5) day suspension. Possible expulsion.
3rd 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:

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

Arson

Intentionally starting any fire or combustion on school property.

Consequences:

1st 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*:*

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

III. GENERAL POLICIES

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 students 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

<table>
<tr><th></th><th>GIRLS</th><th>BOYS</th><th>ADDITIONAL</th></tr>
<tr><td rowspan="2">BOTTOM</td><td>Skirt, pants, shorts, capris or skorts are acceptable. Cargo pants will NOT be allowed</td><td>Pants or shorts are acceptable. Cargo pants and slacks will NOT be allowed.</td><td rowspan="6">Pants/Skirts/Skorts/Shorts:
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.
Skorts/Shorts may not extend beyond the middle of the kneecap and may not be shortened by alteration.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
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.
Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
Undergarments:
Should not be noticeable through or outside of clothing, tops and bottoms.
Uniform:
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.
Undershirts must be short-sleeved if worn.
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.
Under shirt may not hang out of sleeves
Shoes
Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention.</td></tr>
<tr><td colspan="2">Shorts, pants, skirts and skorts must be either khaki color or navy blue.

Belts (required for all variations of dress uniform):
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).
The buckle may only have one catch (see picture).
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down</td></tr>
<tr><td>TOP</td><td colspan="2">White, gray or navy blue polo shirts with short or long sleeves or sweatshirts or jackets (School logo affixed on the upper left chest)
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.</td></tr>
<tr><td rowspan="2">FOOTWEAR</td><td colspan="2">All black or all brown shoes. (Shoes must be closed toe).
Shoes must be of the style “business casual”.
The only acceptable “athletic” shoes for the dress code must be completely black or brown.
Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white.</td></tr>
<tr><td>No sandals, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.</td><td>No sandals, clogs, mules, slippers, flip flops or shoes with wheels.</td></tr>
<tr><td rowspan="2">PE UNIFORM</td><td colspan="2">TOP: MSA white T-shirts of size appropriate to student. MSA sweatpants and MSA sweatshirts may also be worn during PE.</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

	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.	**Jewelry and accessories/Cosmetics**
		• Should be modest, appropriate for school, and not attract undue attention.
		• 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. **Must be tucked in collar of shirt.**
		• No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
		• Facial, tongue, and body piercing are not allowed.
		• Bracelets: Must be tasteful and not attract undo attention
		• Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
		• Cosmetics must be appropriate for school and not attract undue attention.
		  ◦ No brightly colored or glitter eye shadow, or blush.
		  ◦ Mascara and eyeliner should be minimal.
		  ◦ Lipstick should be a natural color.
		  ◦ 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.
		
		Hair
		• 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.
		• Colors such as red, blue, purple, green, white, etc. are not permitted.
		• Hair must be neat, clean, and well kept.
		• 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.
		• Excessive "gel" of any kind is not acceptable, and should not be visible.
		• Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.
		• Combs may not be left in hair.
		• No dreadlocks.
		• 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.
		• No Mohawks or Fohawks
		• For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

OUTERWEAR	Hats, caps, and other headgear may not be worn in school buildings. No gloves or finger lacing of any sort are allowed. **For colder weather:** • MSA Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside. • Students are allowed to wear other sweatshirts, jackets, and sweaters that are not from MSA outside in the fenced area only. • Students will not be allowed to wear them in the building. They must be put away and not be seen inside the building. • Only MSA sweatshirts and jackets are allowed to be put around the waist if the weather changes to warm.	

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: …/…/….

Student's Full Name	**Signature**	**Date of Birth**

Parent/Guardian Full Name	**Signature**

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

	Ext. #	Telephone #
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 Academy-Middle School

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

High Academic Achievement Action Plan

Accountabilities	MSA Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the number of schools that meet or exceed their API targets 2010-2011 NA	To exceed demographically similar LAUSD Middle school's mean API by 5 points.				▪ State-mandated tests (e.g., CST) (all grades) ▪ California Assessment Test 6th Edition (CAT-6) (Grade 7) School-designed tests (all grades)	Principal Dean of Academics, and/or Department Chairs	During 2010-2011 School Year
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math **% Proficient/Advanced CST ELA by grade:** 2011 2012 Change Grade 6 – 40% 47% +7% Grade 7 – 39% 46% +7% Grade 8 – 32% 39% +7%	7%		• Allocate funds for increased support staff, i.e. Bilingual Aides, and the purchase of necessary materials. • Allocate funds for articulation with identified feeder schools; provide necessary resources for diagnostic testing in all curriculum areas in each grade. • Identification and purchase of more effective intervention curriculum that is more aligned to state standards. • Allocate funds for Resource Teacher to support classroom teachers, work with small groups of students, and monitor all ELL compliance issues. • Fund and implement „Courses of Study as instructional framework for ELD students, to include need for staff development of framework. • Fund and attain subject-relevant literature/non-fiction books to all teachers for systematic use in the curriculum. • Allocate funds for staff development on standards-aligned instruction, progress monitoring, and effective collaboration . • Fund and implement an effective research-based writing curriculum across the subject areas • Allocate funds to provide one hour per week of structured collaboration	•Text Books Aligned to California Standards •Computer Lab •Smart Board •Digital Media .	• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. • State-mandated tests aligned to standards (e.g., CST) • Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. • Computer Adaptive Tests(MAP Testing)	Principal Dean of Academics, and/or Department Chairs, ELD Coordinator	2010-2011 & 2011-2012

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High Academic Achievement Action Plan

Accountabilities	MSA Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			between all teachers, to include a stipend for House Team leaders • Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs • 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 • Fund and provide opportunities for students to participate in practical applications for development of mastery of grade level standards, i.e. field trips, guest speakers, and assemblies • 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 • Allocate funds to provide a full-time Librarian • Allocate funds to provide for CELDT Testing Coordinators • Allocate funds to provide for an additional site administrator to support ELA/ELD instruction				

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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) **% Proficient/Advanced CST Math by grade:** 2011 2012 Change Grade 6 – 33% 40% +7% Grade 7 – 28% 35% +7% Gen Math – 19% 24% +5% Algebra 1 – 18% 23% +5%	7% & 5%		• Allocate funds to support and implement programs for students working below grade level • Allocate funds for staff development for all math curriculum and programs • Provide necessary funding to facilitate articulation with feeder schools • Fund and implement diagnostic testing at beginning of school year • Allocate funds for use of technology for students in math • Allocate funds to increase and purchase the use of intervention materials • Allocate funds to provide opportunities for student participation of practical applications for development of mastery of grade level standards • Allocate funds to support staff development on standards-aligned instruction, progress monitoring, and effective collaboration	•Text Books Aligned to California Standards •Computer Lab •Smart Board •Digital Media	▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. ▪ State-mandated tests aligned to standards (e.g., CST) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. ▪ Computer Adaptive Tests(MAP Testing)	Principal Dean of Academics, and/or Department Chairs.	2010-2011 & 2011-2012
% Proficient/Advanced CST Science 2011 2012 Change Grade 6 NA Grade 7 NA Grade 8 21% 26% 5%	5%		• Allocate funds to increase co-articulation with feeder schools to support Science & History instruction • Allocate funds to provide opportunities for students to participate in practical applications for development of mastery	•Text Books Aligned to California Standards •Computer Lab •Smart Board	• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics in social studies. • State-mandated tests aligned to standards (e.g., CST) (grades 6 – 11)	Principal Dean of Academics, and/or Department Chairs.	2010-2011 & 2011-2012

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% Proficient/Advanced CST History / Social Science by grade: **Social Science** 2008 2009 Change Grade 6 NA Grade 7 NA Grade 8 25% 30% +5%			of grade level standards. • Increase availability of resources and materials to support Science & History, i.e. Science Lab Kits, Historical maps and posters • Allocate funds to provide staff development on interdisciplinary integration of science and history standards into the other core subjects	•Digital Media	• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics in science. • State-mandated tests aligned to standards (e.g., CST) •Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.		
Reduce the percentage of students in grades 6,7 & 8 scoring Far Below Basic and Below Basic on the CST in ELA and Math 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.	10% 7%		• Use Placement tests • Manage grade level meetings actively. • Implement After School small group tutoring classes. • Implement After School Homework Club. • Saturday school *catch up* groups to close achievement gaps. • Team teaching & Mentoring • Early intervention	•Text Books Aligned to California Standards •Computer Lab •Smart Board •Digital Media	• Saxon Math Placement tests • Map Testing • Assignments, tests and activities designed by the teacher in Math and ELA. • McGraw Hill's Acuity program software	Principal Dean of Academics, After School Site Coordinator and/or Department Chairs.	2010-2011 & 2011-2012
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. Attract over performing Students to	Varies by neighborhood.		•Implement Advanced Math & Science Program (AMSP) provided by ACCORD Educational research institute.	•Text Books Aligned to California Standards	• AMSP Placement tests	Principal Dean of Academics, After School Site Coordinator	2010-2011 & 2011-2012

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increase the number of students identified as Gifted to a minimum of 6% of the school site's population. **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.** 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.	Varies by neighborhood.		• Implement After School Programs -Social & Fun Clubs -Sports Clubs -Academic Clubs (Math Counts, First Lego Robotics league, Future City Club, Invention Club, Design Club etc.) to provide challenging environment for over performing students. • TIE Classes • 5 periods of computer classes • Math Matters Math Competition for 4th & 5th Graders. • Implement the College Prep and Counseling Program • Allocate funds to purchase student planners and to provide teacher training stipends • Allocate funds for teacher stipends to better coordinate Benchmark assessments • Allocate funds for substitute teachers to allow time for observation, collaborative planning, academic conferences, peer coaching	• Computer Lab • Smart Board • Digital Media	• AMSP Placement tests	and/or Department Chairs.	

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			• Allocate funds for stipends to develop intra/inter-mural sports and club programs; increase resources and materials for Physical Education program • Allocate funds to purchase incentives and hold monthly assemblies to promote positive school participation • Allocate funds to implement a comprehensive RTI program, including training of all school staff • Allocate funds to provide parent education on school policies and standards, parent newsletters, principal/parent meetings • Allocate funds for duplication, translation, mailing of school materials • Allocate funds for parent-participation incentive: child-care, transportation, food, and other services • Allocate funds for community outreach and participation in multicultural activities				

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			• Allocate funds to provide WEB program and facilitators • Allocate funds for community outreach and participation in multicultural activities • Allocate funds to train and hire student mentors • Allocate funds for field trips and special events				
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities 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.	3%		• Implement Differentiated learning • Implement Modified Consent Decree(MCD) requirements • Allocate funds to train and hire Science, Math based mentors. • 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	•Text Books Aligned to California Standards •Learning& Resource Center •Computer s •Digital Media	• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics in science. • State-mandated tests aligned to standards (e.g., CST) Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.	Principal Dean of Academics, Learning Center Coordinator and/or Department Chairs.	2010-2011 & 2011-2012
Accelerate the performance of Standard English Learners (SEL)	10%		• Cooperative learning activities, conducted in English, in all classes that serve to immerse students in		• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics in science.	Principal Dean of Academics, ELD Coordinator	2010-2011 & 2011-2012

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			the language while giving them opportunities to practice listening, comprehension, and speaking skills • Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English • Collaborative learning experiences through club projects • Use Silent Sustained Reading (SSR) Classes effectively. • Allocate funding Scholastic, Inc.'s Read 180 program		• State-mandated tests aligned to standards (e.g., CST) Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.	and/or Department Chairs.	
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English The 3% of English Learners will make annual progress in learning English by meeting or exceeding in CELDT.	3%		• Allocate funds to train and hire mentors • Fund and implement diagnostic testing at beginning of school year • Allocate funds for teacher stipends to better coordinate Benchmark assessments. • Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs • Fund and provide staff development focusing on data-analysis, higher order	•Text Books Aligned to California Standards •Computer Lab •Smart Board •Digital Media •Library in Neighborhood •Newspapers •Classroom set of reading books	• CELDT • ELSSA Data	Principal Dean of Academics, ELD Coordinator and/or Department Chairs.	2010-2011 & 2011-2012

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			thinking skills, deconstruction of standards, direct instruction, use of technology, and working effectively with students below grade level				
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT The 5% of English Learners will make annual progress in learning English by scoring early advanced or advanced in CELDT.	5%		• Allocate funds to train and hire student mentors • Fund and implement diagnostic testing at beginning of school year • Allocate funds for teacher stipends to better coordinate Benchmark assessments. • Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs • 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	•Text Books Aligned to California Standards •Computer Lab •Smart Board •Digital Media •Library in Neighborhood •Newspapers •Classroom set of reading books	• See monitoring indicators for AMAO 1 • CELDT	Principal Dean of Academics, ELD Coordinator and/or Department Chairs.	2010-2011 & 2011-2012

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			listening, comprehension, and speaking skills • Allocate funding for Bilingual aides and tutors • Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English • Collaborative learning experiences through club projects • Use Silent Sustained Reading (SSR) Classes effectively.				
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST The 3% of English Learners will make annual progress in learning English by scoring proficient or advanced in CST.	3%		• Allocate funds to train and hire mentors • Fund and implement diagnostic testing at beginning of school year • Allocate funds for teacher stipends to better coordinate Benchmark assessments. • Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs • Fund and provide staff development	•Text Books Aligned to California Standards •Computer Lab •Smart Board •Digital Media •Library in Neighborhood •Newspapers •Classroom set of reading books	CST	Principal Dean of Academics, ELD Coordinator and/or Department Chairs.	During 2010-2011 School Year

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			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 • Allocate funding for Bilingual aides and tutors • Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English • Collaborative learning experiences through club projects • Use Silent Sustained Reading (SSR) Classes effectively. • Implement After School small group tutoring classes. • Implement After School				

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			Homework Club. • Saturday school *catch up* groups to close achievement gaps. • Allocate funds for Team teaching & Mentoring •				
Increase EL reclassification rates at the elementary, middle, and high school levels Increase EL reclassification rates at the, middle school level will be 9%.	9%		• Allocate funds to train and hire student mentors • Fund and implement diagnostic testing at beginning of school year • Allocate funds for teacher stipends to better coordinate Benchmark assessments. • Allocate funding to design, implement, and manage individual learning/intervention plans for identified students in all tutorial programs • 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	•Text Books Aligned to California Standards •Computer Lab •Smart Board •Digital Media •Library in Neighborhood •Newspapers •Classroom set of reading books	• EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEP Monitoring Rosters	Principal Dean of Academics, ELD Coordinator and/or Department Chairs.	2010-2011 & 2011-2012

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			all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills • Allocate funding for Bilingual aides and tutors • Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English • Collaborative learning experiences through club projects • Use Silent Sustained Reading (SSR) Classes effectively				
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs Increase in the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs will be 45%.	45% ELA 45% Math		• Manage grade level meetings actively. • Implement After School small group tutoring classes. • Implement After School Homework Club. • Saturday school *catch up* groups to close achievement gaps.	•Text Books Aligned to California Standards •Computer Lab •Smart Board •Digital Media •Library in Neighborhood •Newspapers •Classroom set of reading books	• CST	Principal Dean of Academics, ELD Coordinator and/or Department Chairs.	2010-2011 & 2011-2012

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			• Team teaching & Mentoring				

(Name) School

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Graduation Rate

Accountabilities	MSA Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
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) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
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							

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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • **there are opportunities for parent involvement** • **they feel welcome at this school** • **there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).**	At least 90% of parents respond "Strongly agree" or "agree"		• Allocate funds to improve internal and external groups. • Allocate funds to Increase counselor, nurse, librarian, support staff personnel • Allocate funds to provide effective wrap-around services and student-family support services directly on site. • Allocate funds to provide increased contact with community-based services who provide resources for poverty-stricken students and their families. • Allocate funds to Increase academic grade reporting academic conferencing • Allocate funds to Increase communication with parents through various communication modes and to improve all aspects of parent engagement • Develop and implement Parent Club/School Site Committee • Implement home visits • Organize parent orientation days and back to school nights • Implement teacher-parent conference days		• **Will increase response rates** – MSA should be at a rate of 60% of selected parents returning surveys . • **Welcoming environment and opportunities to participating rate** should be at 80% . • **Parent home involvement** should be at 90% for 80% . • **School involvement** should be at 60%. • **Communication** – Communication should be at 90% .	All staff	2010-2011 & 2011-2012

(Name) School

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
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)	At least 90% of students respond "strongly agree" or agree		● Implement home visits ● Organize student orientation days, back to school nights, sleepovers ● Implement student government body ● Implement teacher-student conference days ● Implement pear and group dynamics positively ● Allocate funds for incentives and recognitions. ● Organize assemblies and gatherings ● Organize fieldtrips and picnic activities		● Will increase and improve parent partnerships and welcoming environments ● Will Increase external partnerships to support instructional incentives and parent participation support ● Will Increase clear and accurate, updated communication regarding school policy and procedures, between school and home	All staff	2010-2011 & 2011-2012
Decrease the number of suspensions 10-11 11-12 TBD TBD	30%		● Implement schoolwide discipline policy ● Train all staff members about discipline policy ● Use positive incentives to promote positive school culture		● Increase the number of preventive school-wide discipline plans that are effectively implemented ● Team Implementation Checklist ● Increase use of Discipline Policy Rubric of Implementation by Support Staff for the school ● Collaborate with parents closely in order to receive their support	All Staff	2010-2011 & 2011-2012
Increase attendance of staff and students 10-11 11-12 Students: TBD TBD Staff: TBD TBD	96% 96%		● Implement positive attractive academic environment ● Organizing fieldtrips and assemblies ● Rewarding based on attendance ● Provide positive and supportive working environment for the staff ● Involve staff in decision making process		● Increase attendance incentives/rewards systems ● School-wide recognition ● Increase attendance incentives/rewards systems ● School-wide recognition	All staff and administration	2010-2011 & 2011-2012

(Name) School

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			• Organize birthday celebration, social gatherings and potlucks with staff.				

Magnolia Science Academy Middle School

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

School Organization/Support Services

Accountabilities	MSA Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *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.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
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 wil 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

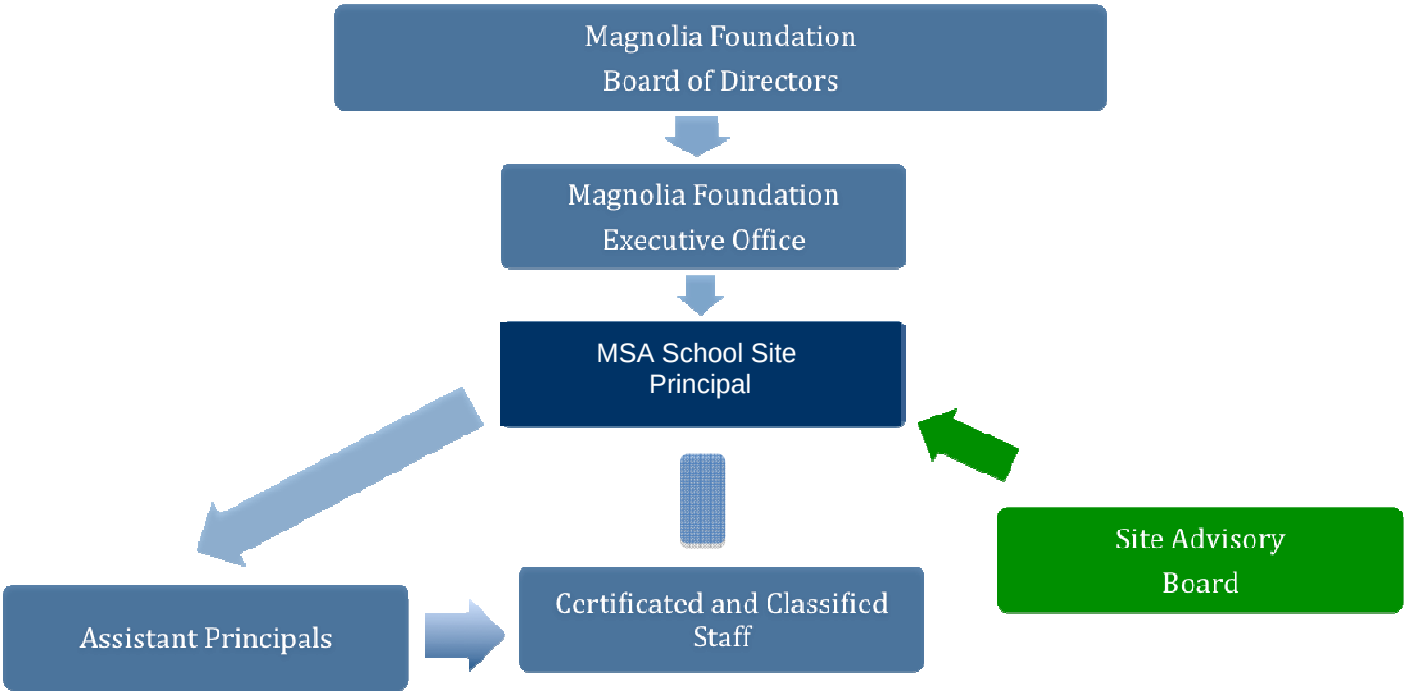
The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

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 Frends Club
* Sports Clubs: SRLA, FootballClub, 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 learing and learning opportuities, 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
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

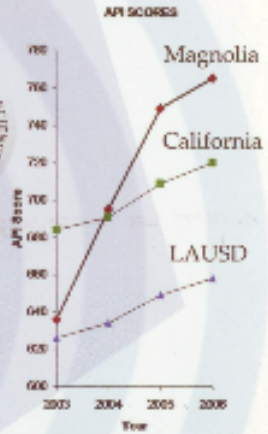
Unique Program

* 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 émfasis en Matemáticas, Ciencias y Tecnología

- Maestros dedicados y humanitarios
- Clases pequeñas (25 por clase)
- Educación Integral en Technología
- 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

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ATTACHMENT 8.c.2

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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
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Brian Bauer	President/GCHS	818 360 2361	10535 Zelzah Ave, Granada Hills, CA 91344
Judy Burton	President and Chief Executive Officer/Alliance for College	213 943 4933	644 West 17th Street, Los Angeles, CA 90015

ATTACHMENT 8.c.3

reflections from

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!

Silver Medal U.S. News Rank

Table of Contents

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 statewide 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

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 or call 310-327-2841.

Additional information about the program can be found at www.escrip.com.

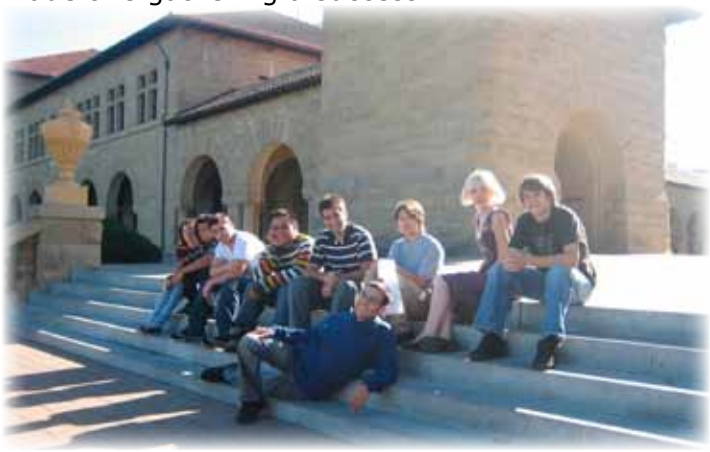
2ND ANNUAL ALUMNI SOCIAL GATHERING

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

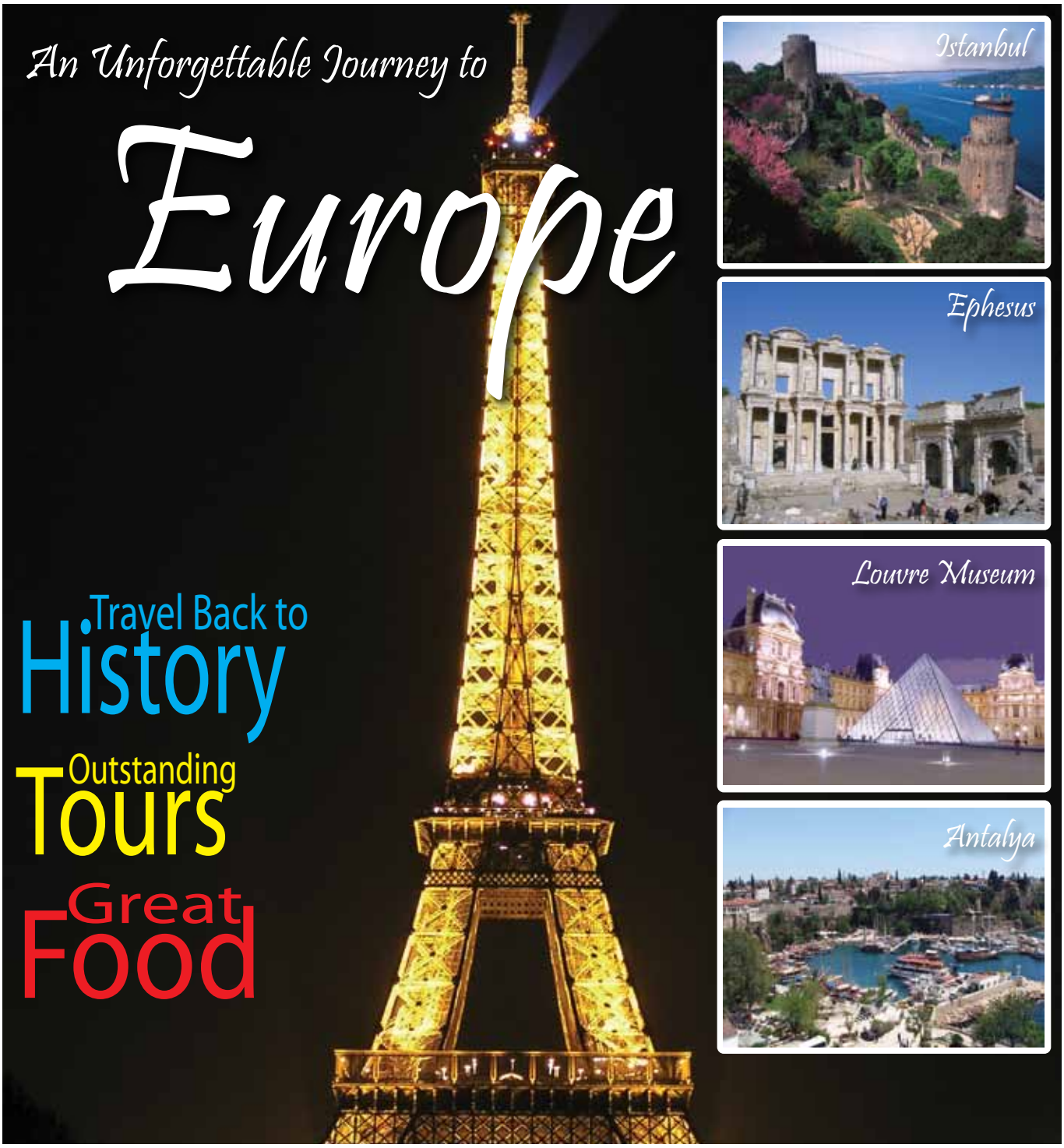
We had our first field trip to Discovery Science Center in Santa Ana. Students with the most Discipline Record System points were able to attend. They visited different exhibits, played virtual volleyball, and experienced the science of hockey. Designated guides showed our students' demonstrations in 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.

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.

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.



EUROPE TRIP

Options	Countries	Duration
Europe Trip	France & Turkiye	11 Days
Turkiye Trip	Turkiye	9 Days

INFORMATION

March 26th, 2010 - April 4th, 2010

For more information contact trip representative at your school

MathMatters contest @ Magnolia Schools

ACCORD INSTITUTE
For Education Research

Math Matters

FREE MATH CONTEST FOR 5th GRADERS

Great Prizes!*

For students

For** coaches

CONTEST CENTER
ALL MAGNOLIA SCHOOL SITES

For more information:
Call (310) 327 – 2841
or email to
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 schoolwide 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

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

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!

7th Grade Ballet Trip (Oct)

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 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

MAGNOLIA SCHOOLS MAIN OFFICE

555 W Redondo Beach Blvd STE100
Gardena, CA 90248
Phone: (310) 327 - 2841
Fax: (310) 327 - 2941
contact@magnoliafoundation.org

www.magnoliafoundation.org

Cool SIS

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 feature. It will continue the same tradition inherited from MagnoXP by providing an even greater support to Magnolia to increase the quality of education.

ACCORD INSTITUTE
for Education Research

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 57th 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 BIOGENEIUS CHALLENGE

CERTIFICATE OF PARTICIPATION

JONATHAN TINOCO

MAGNOLIA SCIENCE ACADEMY
RESEDA, CA

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RAUL A. HANLE
PRESIDENT, BIOTECHNOLOGY INSTITUTE

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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

Dr. Larry G. Spears,
Judging Committee Chair

Cosmos Foundation

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

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, 5th Floor

202 West First St., Los Angeles, 90012

Parking is available at 213 S. Spring Street, between 2nd and 3rd 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

Denise Lopez
Times In Education
North Zone Manager

NATIONAL ENGINEERS WEEK

FUTURE CITY COMPETITION™

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

www.eweek.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 16th to 19th.

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 Quinteros, Billy Koutsovasilis, Joshua Gonzales, and Nelson Nolasco – teamed up with their teacher Tim Saka, and volunteer engineer mentor Peter Divris 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 19 at 4:30pm 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.lapl.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 Variel), Reseda. Our telephone number is 818-345-3806. David Hagopian

HEALTHY KIDS DAY

By Laura Casciato

West Valley YMCA will be holding it's annual Healthy Kids Day on Saturday, April 18th, 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 camps! Mark your calenders for April 18th, and come enjoy a day of fun with your whole family!

YOUTH PROGRAMS

By Laura Casciato

New Arena Soccer Dedication

On March 29th the YMCA will have a free community soccer event. The event will be in coordination with Chivas USA and Soccer One. At 9 am and 10 am we will holding a skills assessment for our Arena Soccer League. At 11 am we have the community and dedication event which will induce 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 1st and go through April 10th. Signups will be taken at the West Valley YMCA and games will be played at Sutter Middle School and Canoga 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 youngsters 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 speak-

ers and the Reseda Neighborhood Coun-

2009 National Engineers Week
Future City™ Competition

This is to certify that

Magnolia Science Academy 1

Participated in the National Finals
Washington, D.C.
February 16 – 18, 2009

Megan Balkovic
National Director

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 59th 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 Weitkamp

Margery Weitkamp, Judge Coordinator
Los Angeles County Science Fair

CollegeBoard
connect to college success™

AUTHORIZED
IACET
PROVIDER

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), 8405 Greensboro Drive, Suite 800, 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 Ybarra
CTY Executive Director
The Johns Hopkins University

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
ACCREDITING COMMISSION FOR SCHOOLS

presents to

MAGNOLIA SCIENCE ACADEMY

this

CERTIFICATE OF ACCREDITATION

this School is accredited through

JUNE 30, 2009

Commission Chair

Executive Director

City of Los Angeles
State of California

CERTIFICATE OF APPRECIATION
is hereby presented to

Magnolia Science Academy

ON BEHALF OF THE LOS ANGELES NEIGHBORHOOD HOUSING SERVICES AND CRA/LA, 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
Councilmember 3rd 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.

Becket Professor of Education Policy and
Director, Center on Educational Governance

USC
ROSSIER
SCHOOL OF
EDUCATION

LOS ANGELES POLICE DEPARTMENT

WILLIAM J. BRATTON
Chief of Police

P. O. Box 30158
Los Angeles, Calif. 90030
Telephone: (818) 374-7610
Department TDD: (877) 275-5273
West Valley TDD (818) 374-7690
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

Phillip S. Trotter

PHILLIP S. TROTTER, Captain
Patrol Commanding Officer
West Valley Community Police Station

CHARTERS VS. TRADITIONAL SCHOOLS

Magnolia Science Academy, a Reseda charter school.

Charters see success in testing

LAUSD | From Page 1

Charter schools gain in testing

57 percent meet federal targets

Led by 55 Los Angeles Unified charter schools, charters statewide made stronger gains ... than traditional schools, even though they still lagged in overall scores, according to a study released Wednesday by the California Charter Schools Association.

A higher percentage of LAUSD charter schools also met their federal performance targets under the federal No Child Left Behind law than traditional schools — 57 percent of charters ...

Please see LAUSD | Page 16

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, 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 56th 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

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MAGNOLIA SCIENCE ACADEMY

for your support of students with high academic potential in the 2008 Academic Year

William R. Brody
President
The Johns Hopkins University

Kristina M. Johnson
Provost
The Johns Hopkins University

Lee Ybarra
CTY Executive Director
The Johns Hopkins University

VALLEY FOOD BANK

Fighting Hunger · Feeding Hope

An Outreach Ministry of RESCUE MISSION Alliance

October 20, 2008

Mr. Varol Gurler – Principal
Magnolia Science Academy
16238 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 Saticoy St. • North Hollywood, CA 91605 • (818) 510-4140 • Fax (818) 474-1289
www.valleyfoodbank.org

Los Angeles

BOARD OF EDUCATION

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!

Jon Lauritzen
Board Member

May 3, 2007

TARGET FIELD TRIPS
Scholarship America
One Scholarship Way
St. Peter, MN 56082

December 30, 2008

Shandrea j 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 or call (507)931-0413.

Sincerely,

Maria Lokensgard

Maria Lokensgard
Program Manager
Scholarship Management Services

Enclosure


BRONZE MEDAL
U.S.News
& WORLD REPORT
usnews.com
America's
Best
High
Schools
2009
School Matters

Los Angeles County Office of Education
Leading Educators • Supporting Students • Serving Communities

January 7, 2009

Mr. Varol, Principal
Magnolia Science Academy
18238 Sherman Way
Reseda, CA 91335

Dear Mr. Varol:

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

9300 Imperial Highway, Downey, California 90242-2890 (562) 922-6111

U.S.News & WORLD REPORT

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 or 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

1050 Thomas Jefferson Street, N.W., Washington, DC 20007-3837
tel: 202-955-2030

To Everyone at Magnolia Avenue Academy —

Thank you all so much for your kindness to Diane 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 & Diane 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 twelvth 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. Erlan Salik
MSA Board President

Engin Eryilmaz
Principal

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 58th 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

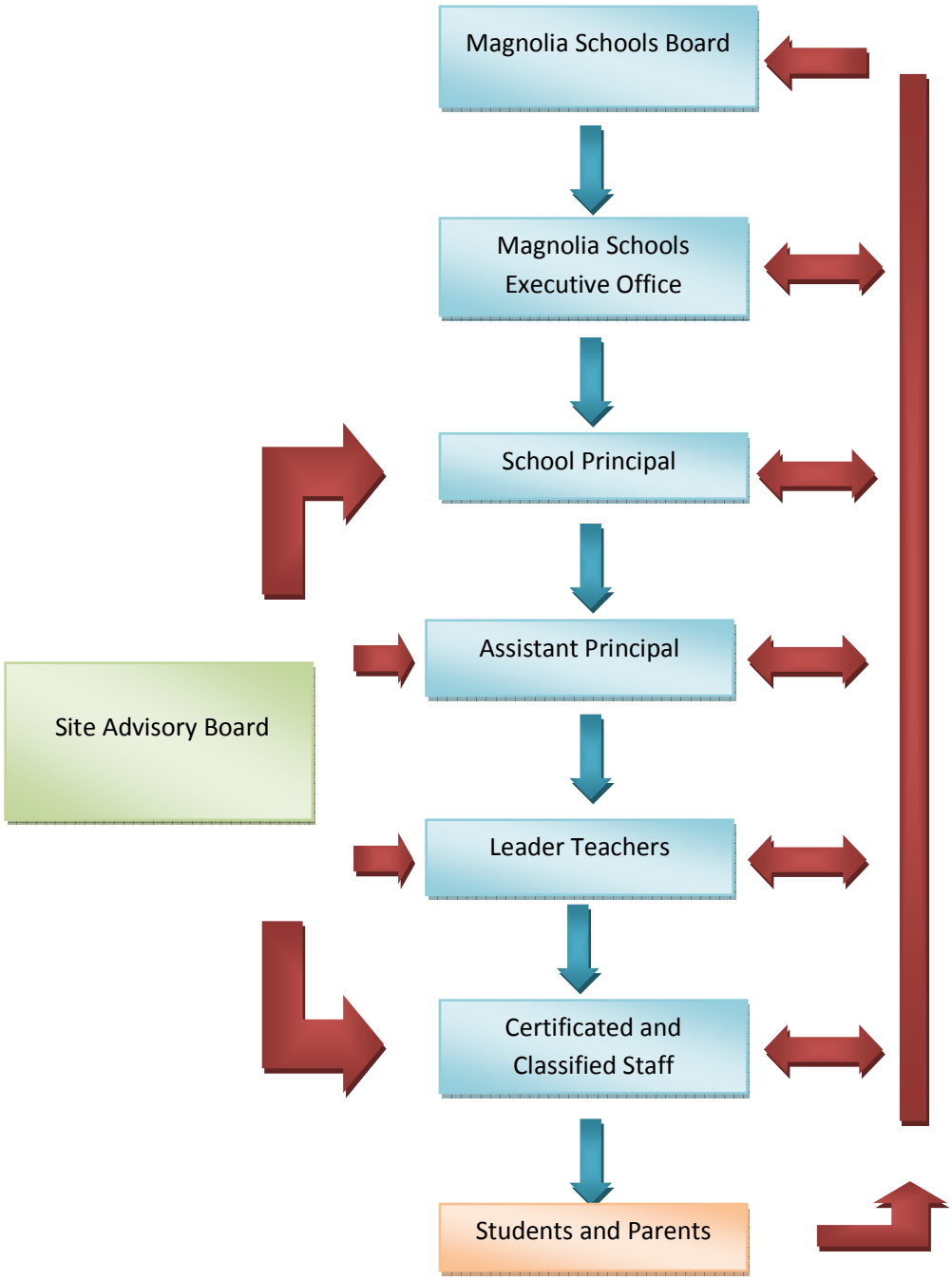
Jennifer Halls, Judge Coordinator
Los Angeles County Science Fair

Margery Weitkamp, Judge Coordinator
Los Angeles County Science Fair

ATTACHMENT 9.a

Attachment 9.a

Following figure represents hierarchic chart (with blue arrows) and feedback ways (with red arrows).



ATTACHMENT 10.a

SUELEYMAN 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 **Gardena, CA**
Chief Executive Officer 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. **South San Francisco, CA**

Senior Scientist I	2008-2009
Research Scientist II	2003-2007
Informatics Research Scientist I	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 **Austin, TX**
Postdoctoral Fellow 1999-2000
Graduate Research/Teaching Assistant 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 **Ankara, Turkey**
Graduate Research/Teaching Assistant 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. Comut. 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
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

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

Proficient in MS Word, Excel, PowerPoint, ADP/Payroll, QuickBooks 2006/2007/2008.

LANGUAGE SKILLS

Turkish (Native), English (Fluent)

SEMINARS, WORKSHOPS AND CONFERENCES

March 11-14, 2009 California Charter Schools Conference Long Beach, CA

- Attended the 16th Annual conference organized by California Charters Schools Association

March 4-7, 2008 California Charter Schools Conference Sacramento, CA

- Attended the 15th Annual conference organized by California Charters Schools Association

October 20th, 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 14th Annual conference organized by California Charters Schools Association

Varol GURLER

18445 Hatteras St #203
Tarzana, CA 91356

Phone:(480) 241 2524

E-mail: varolgurler@gmail.com

Professional Experience

2008-Present Magnolia Science Academy-Reseda 6-12 Reseda, CA
Principal and Academic Coordinator for all MSA schools.

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^{th}, 9^{th}, 10^{th} and 11^{th} 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^{th} and 11^{th} 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

MAGNOLIA
EDUCATIONAL & RESEARCH
FOUNDATION

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

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

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Phone: (310) 327-2841 ■ Fax: (310) 327-2941

• 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

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• 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.

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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.

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

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

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.

MAGNOLIA
Educational & Research
FOUNDATION

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

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.
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 school, 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.

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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.

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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.

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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.

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- 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:

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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.

NURI MELYAYEV

Adress: 8400 Chimineas Ave, Northridge, CA 91325
Cell phone: 818-564-5385
E-mail: 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
- Productivity Management
- Finance Management
- Accounting
- International Marketing
- Statistics
- Analysis of Investmen Projects
- Business Finance
- Total Quality Management
- Management of Human Resource
- Analysis of Financial Statements
- Economics (Macro & Micro)
- Commercial, Taxation,Labor Law
- Auditing

EXTRA CURRICULLAR 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.

7120 Etiwanda Ave Apt 204 Phone (510) 384-4852
Reseda, CA 91335 E-mail tahasaglam@gmail.com

TAHA SAGLAM

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.

Education

1997 – 2002 Marmara University
Ataturk Faculty of Education, Physics Department, Turkey

2006 – 2007 College of Alameda Computer Department
Merritt College Physics Department

2007 – 2008 UC Berkeley Clad Courses

Programming Language

C++ , HTML , HTML, Photoshop, Paintshop Pro, Flash, MS-Office ,Sap 2000 , AutoCAD , Sta4 –Cad, Probuilder
Proficient with MS Office, Windows XP, C++ and the Internet

Certificates

CELDT

Languages

English ,Turkish

Hobbies

Soccer, Swimming, Ping-pong, Chess, Volleyball, taking art pictures Draw

References

A recommendation letter from the principal of Anafen Schools Maltepe Branch, Omer Yildiz

A recommendation letter from General Anafen Schools Deputy Director

KELLY M. HOURIGAN
25643 Chimney Rock Rd
Valencia, CA 91355
(661) 255-0917

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
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 Languge 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

2006	Language System TOEFL Course (4 months)	Fullerton, CA, USA
2004	Russian Language (250 hours)	Bishkek, Kyrgyzstan
2004	Computer Systems (4 months)	Bishkek, Kyrgyzstan

Exams

TOEFL	Paper based 557	2005 Bishkek, Kyrgyzstan
CBEST	Passed	

Foreign Languages

Turkish (Native)
English (Fluent)
Russian (Fluent)
Kyrgyz (Perfect)

ATTACHMENT 10.f.1

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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.

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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

MSA Planned Start-up Timeline

TASK	Mar-10	Apr-10	May-10	Jun-10	Jul-10	Aug-10
Secure and Set-up Facility						
Proposal Approval						
School Principal Hired						
Staff Recruitment						
Advertising for Teachers and Administrators						
Interviews						
Faculty selection						
Faculty hired						
Office Manager hired						
Year 1 Annual Planning and Professional Training						
Staff orientation: School Vision and Mission						
Staff Planning/Team Building						
Staff / Board Startup Retreat						
Initial Professional Training						
2010-2011 Master schedule						
Lesson plans for the first 2 months						
Assessment plan and materials						
Recruit and Enroll Students						
Build a Student Recruitment Team						
Develop Materials (flyer, application etc.)						
Contact Parents/Students already identified						
Community/Youth/Family outreach						
Public drawing if needed						
Student Handbook finalized						
Student and Family orientation						
Set-up Financial and Administrative Systems and Controls						
Prepare the Safety Plan						
Student attendance reporting process planning & setup						
Office Services Set-up with MERF						
Update budget and financial plan						
Accounting planning						
Employee Handbook finalized						

ATTACHMENT 12.B

	Magnolia Science Academy	2010-11	2011-12	2012-13	2013-14	2014-15
	South Region Middle School #2B	Operation	Planning	Planning	Planning	Planning
SUMMARY						
Total Revenue & Resources		**$ 3,389,600.52**	**$ 3,394,529.68**	**$ 3,491,526.47**	**$ 3,346,526.47**	**$ 3,344,603.58**
Total Budgeted Expenditures		**$ 3,191,767.08**	**$ 3,117,653.55**	**$ 3,108,770.39**	**$ 3,271,071.15**	**$ 3,441,656.62**
3% Reserve		**$ 101,688.02**	**$ 101,835.89**	**$ 104,745.79**	**$ 100,395.79**	**$ 100,338.11**
Carry-over From Previous Year		**$ -**	**$ 96,145.42**	**$ 271,185.66**	**$ 549,195.95**	**$ 524,255.47**
Annual Operating Surplus (Deficit)		**$ 96,145.42**	**$ 271,185.66**	**$ 549,195.95**	**$ 524,255.47**	**$ 326,864.31**
Percent of Expenses		**3.01%**	**8.70%**	**17.67%**	**16.03%**	**9.50%**
REVENUE & RESOURCES DETAIL						
Projected Enrollment K-3		0	0	0	0	0
Projected Enrollment 4-6		168	168	168	168	168
Projected Enrollment 7-8		300	300	300	300	300
Projected Enrollment 9-12		0	0	0	0	0
Total Enrollment		***468***	***468***	***468***	***468***	***468***
Estimated Average Daily Attendance (ADA)		***454***	***454***	***454***	***454***	***454***
REVENUE						
STATE REVENUE		$ 2,498,124.00	$ 2,498,124.00	$ 2,498,124.00	$ 2,498,124.00	$ 2,498,124.00
FEDERAL REVENUE		$ 631,476.52	$ 686,405.68	$ 833,402.47	$ 833,402.47	$ 826,479.58
OTHER REVENUE		$ 260,000.00	$ 210,000.00	$ 160,000.00	$ 15,000.00	$ 20,000.00
TOTAL REVENUE		***$ 3,389,600.52***	***$ 3,394,529.68***	***$ 3,491,526.47***	***$ 3,346,526.47***	***$ 3,344,603.58***
STATE REVENUE						
General Block Grant		$ 2,316,540.00	$ 2,316,540.00	$ 2,316,540.00	$ 2,316,540.00	$ 2,316,540.00
Categorical Block Grant		$ 181,584.00	$ 181,584.00	$ 181,584.00	$ 181,584.00	$ 181,584.00
Sub-total General Purpose & Cat Block Grant Revenue		$ 2,498,124.00	$ 2,498,124.00	$ 2,498,124.00	$ 2,498,124.00	$ 2,498,124.00
Percent of Revenue / Resources		73.70%	73.59%	71.55%	74.65%	74.69%
Avg. Gen. Purpose and Categorical Block Grant per ADA		$ 5,502.96	$ 5,502.96	$ 5,502.96	$ 5,502.96	$ 5,502.96
FEDERAL REVENUE						
NCLB-Title I, II, V		$ 76,265.28	$ 76,265.28	$ 185,215.68	$ 185,215.68	$ 185,215.68
Economic Impact Aid		$ 110,766.24	$ 110,766.24	$ 145,380.69	$ 145,380.69	$ 138,457.80
National School Lunch Program		$ 160,701.84	$ 160,701.84	$ 163,425.60	$ 163,425.60	$ 163,425.60
Lunch Fees		$ 41,782.48	$ 41,782.48	$ 42,490.66	$ 42,490.66	$ 42,490.66
Lottery		$ -	$ 54,929.16	$ 54,929.16	$ 54,929.16	$ 54,929.16
Special Education		$ 241,960.68	$ 241,960.68	$ 241,960.68	$ 241,960.68	$ 241,960.68
Sub-total Federal Revenue		***$ 631,476.52***	***$ 686,405.68***	***$ 833,402.47***	***$ 833,402.47***	***$ 826,479.58***
Percent of Revenue/Resources		18.63%	20.22%	23.87%	24.90%	24.71%
OTHER REVENUE						
PCSGP Startup Grant		$ 250,000.00	$ 200,000.00	$ 150,000.00	$ -	$ -
State Charter Schools Facilities Incentive Grant		$ -	$ -	$ -	$ -	$ -
Private Grant Funding (WALTON FAMILY, etc.)		$ -	$ -	$ -	$ -	$ -
High Priority School Grant-HPSG		$ -	$ -	$ -	$ -	$ -
After School Education And Safety Grant-ASES		$ -	$ -	$ -	$ -	$ -
Nell Soto-Parent visit Grant		$ -	$ -	$ -	$ -	$ -
Philanthrophy		$ -	$ -	$ -	$ -	$ -
Property tax exempt Return		$ -	$ -	$ -	$ -	$ -
Start-Up Capital (from previous year)		$ -	$ -		$ -	$ -
Other		$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 15,000.00	$ 20,000.00
Sub-total other Revenue		***$ 260,000.00***	***$ 210,000.00***	***$ 160,000.00***	***$ 15,000.00***	***$ 20,000.00***
Percent of Revenue/Resources		7.67%	6.19%	4.58%	0.45%	0.60%
TOTAL REVENUE & RESOURCES						
EXPENDITURES						
1000 - Total Certificated Salary		$ 1,404,000.00	$ 1,477,000.00	$ 1,544,000.00	$ 1,607,000.00	$ 1,674,000.00
2000 - Total Classified (Non Certified) Salary		$ 167,500.00	$ 179,500.00	$ 194,000.00	$ 211,000.00	$ 253,000.00
3000 - Total Employee Benefits		$ 304,810.60	$ 334,011.57	$ 355,211.29	$ 377,757.57	$ 398,885.33
4000 - Total Books and Supplies		$ 647,369.94	$ 433,857.94	$ 264,614.92	$ 299,848.40	$ 298,448.40
5000 - Total Services & Other		$ 664,586.54	$ 689,784.04	$ 746,944.18	$ 771,465.18	$ 812,322.89
6000 - Total Capital Outlay		$ -	$ -	$ -	$ -	$ -
7000 - Other Outgo		$ 3,500.00	$ 3,500.00	$ 4,000.00	$ 4,000.00	$ 5,000.00
TOTAL EXPENDITURES		***$ 3,191,767.08***	***$ 3,117,653.55***	***$ 3,108,770.39***	***$ 3,271,071.15***	***$ 3,441,656.62***
EXPENDITURES						
1000 - Certificated Salary						
Total Certificated FTE's		32	32	32	32	32
1100 - Teachers' Salaries		$ 1,218,000.00	$ 1,276,000.00	$ 1,334,000.00	$ 1,392,000.00	$ 1,450,000.00
1300 - School Supervisors' and Administratorss Salaries		$ 186,000.00	$ 201,000.00	$ 210,000.00	$ 215,000.00	$ 224,000.00
1000 - Total Certificated Salary		***$ 1,404,000.00***	***$ 1,477,000.00***	***$ 1,544,000.00***	***$ 1,607,000.00***	***$ 1,674,000.00***
Percent of Revenue/Resources		43.99%	47.38%	49.67%	49.13%	48.64%
2000 - Classified (Non Certified) Salary						
Total Classified (Non Certified) FTE		4	4	4	5	5
2300 - Non Certified Supervisors' Administrator's Salaries		$ -	$ -	$ -	$ -	$ -
2400 - Clerical and Office Salaries		$ 53,500.00	$ 58,000.00	$ 62,000.00	$ 64,000.00	$ 64,000.00
2500 - Other Non Certified Salaries		$ 18,000.00	$ 22,500.00	$ 30,000.00	$ 45,000.00	$ 45,000.00
2600 - Total Part Employees		$ 96,000.00	$ 99,000.00	$ 102,000.00	$ 102,000.00	$ 144,000.00
2000 - Total Classified (Non Certified) Salary		***$ 167,500.00***	***$ 179,500.00***	***$ 194,000.00***	***$ 211,000.00***	***$ 253,000.00***
Percent of Revenue/Resources		5.25%	5.76%	6.24%	6.45%	7.35%
1000 & 2000 - Total Salaries		$ 1,571,500.00	$ 1,656,500.00	$ 1,738,000.00	$ 1,818,000.00	$ 1,927,000.00
Percent of Total Salaries		49.2360%	53.1329%	55.9063%	55.5781%	55.9905%
3000 - Employee Benefits						
3100 - State Teacher Retirement System-STRS		$ 115,830.00	$ 121,852.50	$ 127,380.00	$ 132,577.50	$ 138,105.00
3200 - Public Employee Retirement System-PERS		$ 2,718.52	$ 2,912.70	$ 3,106.88	$ 3,106.88	$ 3,106.88
3300 - OASDI / Medicare / Alternative		$ 20,508.58	$ 21,577.87	$ 22,562.41	$ 23,491.19	$ 24,500.45
3400 - Health and Walfare Benefits		$ 88,750.00	$ 106,500.00	$ 117,000.00	$ 129,500.00	$ 138,750.00
3500 - Unemployment Insurance		$ 18,858.00	$ 19,878.00	$ 20,856.00	$ 21,816.00	$ 23,124.00
3600 - Worker's Compensation		$ 58,145.50	$ 61,290.50	$ 64,306.00	$ 67,266.00	$ 71,299.00
3000 - Total Employee Benefits		***$ 304,810.60***	***$ 334,011.57***	***$ 355,211.29***	***$ 377,757.57***	***$ 398,885.33***
Percent of Revenue/Resources		9.55%	10.71%	11.43%	11.55%	11.59%
1000 & 2000 & 3000 - Total Salaries and Benefits		$ 1,876,310.60	$ 1,990,511.57	$ 2,093,211.29	$ 2,195,757.57	$ 2,325,885.33
Percent of Total Salaries and Benefits		58.79%	63.85%	67.33%	67.13%	67.58%
4000 - Books and Supplies						
4100 - Approved Textbooks & Curricula Materials		$ 238,680.00	$ 135,720.00	$ -	$ -	$ -
4200 - Books and Other Referance Materials		$ 18,750.00	$ 11,250.00	$ 6,250.00	$ 6,250.00	$ 6,500.00
4300 - Materials & Supplies		$ 108,400.00	$ 53,958.00	$ 28,266.00	$ 33,750.00	$ 34,350.00
4400 - Noncapitalized Equipment		$ 68,610.00	$ 20,000.00	$ 13,560.00	$ 14,710.00	$ 12,460.00
4700 - Food		$ 212,929.94	$ 212,929.94	$ 216,538.92	$ 245,138.40	$ 245,138.40
4000 - Total Books and Supplies		***$ 647,369.94***	***$ 433,857.94***	***$ 264,614.92***	***$ 299,848.40***	***$ 298,448.40***
Percent of Revenue/Resources		20.28%	13.92%	8.51%	9.17%	8.67%
5000 - Services & Other Operating Expenses						
5200 - Travel & Conferences		$ 2,300.00	$ 3,400.00	$ 5,500.00	$ 7,600.00	$ 9,700.00
5300 - Dues & Memberships		$ 18,000.00	$ 18,000.00	$ 24,000.00	$ 24,000.00	$ 42,000.00
5400 - Insurance (Umbrella liability)		$ 60,840.00	$ 42,120.00	$ 42,120.00	$ 42,120.00	$ 42,120.00
5500 - Operations & Housekeeping		$ 21,600.00	$ 23,400.00	$ 24,900.00	$ 25,800.00	$ 25,800.00
5600 - Rentals, Leases, Repairs & NonCap Improvements		$ 176,400.00	$ 176,400.00	$ 176,400.00	$ 186,000.00	$ 186,000.00
5792 - District Fees and Services		$ 33,896.01	$ 33,945.30	$ 34,915.26	$ 33,465.26	$ 33,446.04
5800 - Professional/Consulting Serv and Operating Expenses		$ 342,550.53	$ 383,018.74	$ 428,508.92	$ 439,679.92	$ 458,256.86

5900-Communications	$ 9,000.00	$ 9,500.00	$ 10,600.00	$ 12,800.00	$ 15,000.00
5000 - Total Services & Other	***$ 664,586.54***	***$ 689,784.04***	***$ 746,944.18***	***$ 771,465.18***	***$ 812,322.89***
Percent of Revenue/Resources	20.82%	22.13%	24.03%	23.58%	23.60%
6000 - Capital Outlay					
6100 - Site & Improvements of Sites	$ -	$ -	$ -	$ -	$ -
6200 - Building & Improvements of Buildings	$ -	$ -	$ -	$ -	$ -
6300 - Books/Media expension for Libraries	$ -	$ -	$ -	$ -	$ -
6400 Equipment (Furniture, etc..)	$ -	$ -	$ -	$ -	$ -
6500 - Equipment Replacemnet	$ -	$ -	$ -	$ -	$ -
6000 - Total Capital Outlay	***$ -***	***$ -***	***$ -***	***$ -***	***$ -***
Percent of Revenue/Resources	0.00%	0.00%	0.00%	0.00%	0.00%
7000 - Other Outgo					
7110 - Tuition to Other Schools	$ -	$ -	$ -	$ -	$ -
7211 - Transfers of Pass-through Revenues to Other LEAs	$ -	$ -	$ -	$ -	$ -
7221 - Special Ed Selpa Trsf	$ -	$ -	$ -	$ -	$ -
7280 - All Other Transfers/ Outgo	$ -	$ -	$ -	$ -	$ -
7438 - Interest	$ -	$ -	$ -	$ -	$ -
7439 - Principal	$ -	$ -	$ -	$ -	$ -
7300 - Transfers of Indirect/Direct Support Cost	$ -	$ -	$ -	$ -	$ -
7320 - After School Education And Safety Grant-ASES	$ -	$ -	$ -	$ -	$ -
7000 - Total Other Outgo	***$ 3,500.00***	***$ 3,500.00***	***$ 4,000.00***	***$ 4,000.00***	***$ 5,000.00***
Percent of Revenue/Resources	0.11%	0.11%	0.13%	0.12%	0.15%
TOTAL EXPENDITURES	**$ 3,191,767.08**	**$ 3,117,653.55**	**$ 3,108,770.39**	**$ 3,271,071.15**	**$ 3,441,656.62**