MAGNOLIA
Global Academy for Leaders

Petaluma, California

Establishment Charter Petition for the term July 1, 2022 through June 30, 2027

Submitted to the Petaluma City Schools District
August 27th, 2021

Submitted by Gianna Biaggi, M.Ed., Lead Petitioner

And

Celina German, Secondary Petitioner

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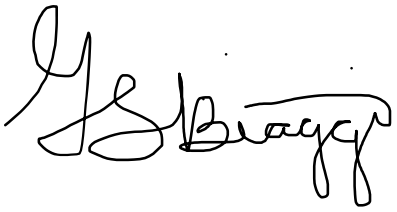
AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Gianna Biaggi, hereby certify that the information submitted in this petition for a California public charter school to be named Magnolia Global Academy for Leaders ("MGAL" or the "Charter School") to be located within the boundaries of the Petaluma City Schools District ("PCSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following:

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School declares that Petaluma City Schools District shall be deemed the exclusive public school employer of the employees of MGAL for purposes of the Educational Employment Relations Act. [Ref. Ed. Code Section 47605(c)(6)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250 ("CPRA").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]



Gianna Biaggi, M.Ed.
Lead Petitioner
Magnolia Global Academy for Leaders

INTRODUCTION

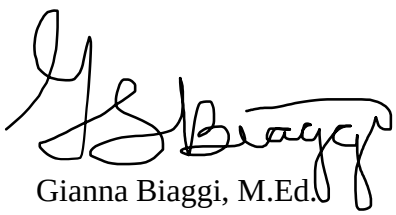
The petitioners of **Magnolia Global Academy for Leaders** are excited to submit our charter petition to the Petaluma City Schools District to request the establishment of a dependent charter school for the term of July 1, 2022 to June 30, 2027. In the process of developing this petition, the MGAL team has spent a year meeting with local students, families, community leaders, and educators in Sonoma County, as well as national education experts at High Tech High and New Tech Network, to design a school that meets the multifaceted needs of Sonoma County students. The lead petitioner of this charter application, Gianna Biaggi, is a member of the High Tech High New School Creation Fellows cohort, a prestigious national fellowship for next-generation education leaders.

MGAL's programs have been designed to specifically serve historically marginalized students, including people with marginalized genders (females, transgender, nonbinary, agender, and bigender and individuals of any other gender), Black, Indigenous, and People of Color ("BIPOC"), Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual ("LGBTQIA+") students, and those who are economically disadvantaged. **However, all students — regardless of gender, race, ethnicity, sexuality, or socio-economic status — will be welcome at our school.** The MGAL team believes that by centering the most vulnerable or marginalized people in our school design, we can create an inclusive school where all students feel seen, heard, respected, and loved.

Magnolia Global Academy for Leaders will provide Petaluma and Sonoma County students with a project-based, rigorous, experiential education that equips them with the knowledge and skills to become leaders of integrity and empathy. MGAL's project-based learning ("PBL") pedagogy will give our students the critical thinking and leadership skills they need to succeed in high school and beyond. Our curriculum program that focuses on gender equity and anti-racism will ensure that all students see their lived experiences reflected in the books they read, the projects they complete, and the extracurricular activities they participate in.

MGAL's founding team, Advisory Body, Community Advisory Council ("CAC"), and the Board of Directors of Magnolia Global Academy for Leaders, a nonprofit public benefit corporation that acts as a supporting organization for MGAL (the "MGAL Foundation"), have a deep and varied skill set. We are fully prepared to work with Petaluma City Schools District to make this school a reality. We have wide community support, both in Petaluma and the larger Sonoma County, from families, students, community organizations, local businesses, and community leaders.

We appreciate the District's careful consideration of our charter petition and look forward to partnering with the District to serve the students of our community.



Gianna Biaggi, M.Ed.
Lead Petitioner

MAGNOLIA GLOBAL ACADEMY EXECUTIVE SUMMARY

The MGAL Proposed Academic Program

MGAL will serve all students in grades 7-12, with an emphasis on historically marginalized scholars: people with marginalized genders (females, transgender, nonbinary, agender, bigender individuals); BIPOC students; LGBTQIA+ students; and economically disadvantaged students. However, MGAL's open enrollment policy will ensure that all students — regardless of gender, race, ethnicity, sexual orientation, or socioeconomic status — shall be admitted at our school. MGAL's experiential, project-based learning pedagogy will ensure that all students have the critical thinking, communication, and teamwork skills they need to succeed in high school, college, and beyond. MGAL will welcome and serve all students, with inclusive classrooms for both Special Education ("SPED") and English Learner ("EL") students. Our mixed-ability classrooms will allow all students to work with and learn from one another.

Our Target Student Population

The MGAL program is designed to serve historically marginalized students, including (but not limited to) people with marginalized genders, BIPOC, LGBTQIA+, economically disadvantaged students, homeless students, and foster youth. To ensure a balance of racial and ethnic students, special education students and English Learners that is reflective of the general population residing within the territorial jurisdiction of the District, we will directly recruit students from a variety of schools and areas in both Petaluma and the larger Sonoma County. MGAL will strive to serve a demographic of students that is representative of Sonoma County public schools. MGAL will have an open enrollment policy, with all students welcome to apply and be admitted.

Serving Petaluma and Sonoma County Students

Drawing from the MGAL team's experience living, working, and researching Sonoma County and Petaluma, we know that our proposed program will meet the multifaceted needs of Petaluma and Sonoma County students. Learning best occurs when students are in a safe, loving, and inclusive environment, where the curriculum materials are affirming and culturally relevant, and where students see their lived experiences reflected in everything they do—especially for historically marginalized students. MGAL's school policies and pedagogy will ensure that our school is a physically and emotionally safe space for all students, and our curriculum program that is focused on gender equity and anti-racism will give our students the opportunity to see their lived experiences reflected in their academic work.

MGAL's experiential learning programs, internships, externships, and domestic and international travel will give students the opportunity to cultivate real-world skills—such as time management, creative problem-solving, and backwards planning—through authentic experiences. In keeping with MGAL's focus on inclusivity, all students will have the opportunity to participate in experiential learning programs, irrespective of their socioeconomic status.

Benefits to Petaluma City Schools District

1. Magnolia Global Academy for Leaders will serve high-need students in Petaluma City Schools District, including but not limited to: students with historically marginalized genders, BIPOC, LGBTQIA+, economically disadvantaged, and homeless and foster students. We will ensure that these students have the support they need to succeed

academically in high school and beyond, while having access to experiential learning opportunities that will provide them with authentic, real-world experiences to further boost their skills.

2. Magnolia Global Academy for Leaders unique model and programming will draw students from throughout Sonoma County to Petaluma City Schools District to attend our Charter School. This will increase the student enrollment at Petaluma City Schools District, as well as make Petaluma City Schools District a leading district in Sonoma County and the greater San Francisco Bay Area.
3. Magnolia Global Academy for Leaders will assist Petaluma City Schools District in achieving its goal of creating a more equitable school district for historically marginalized students. MGAL's programs and curriculum will serve as a model for PCSD and other districts in Sonoma County in creating equitable, culturally sustaining, gender-equitable programs that honor the identities of all scholars. Furthermore, MGAL leadership and faculty will provide professional development opportunities and training for leaders in PCSD and other Sonoma County districts.
4. Magnolia Global Academy for Leaders will create a pipeline of students that attend college and return to Petaluma and Sonoma County to serve as the next generation of community leaders. These young people will have not only the background knowledge and networks needed to understand local concerns, but also the skills and talents to come up with creative solutions to solve some of Petaluma and Sonoma County's most pressing issues. They will be role models for our youth as we continue to make Petaluma and Sonoma County a more equitable and just place.
5. Magnolia Global Academy for Leaders will bring national and international recognition to Petaluma as a model school for serving historically marginalized students, an approach for practicing project-based learning in smaller districts, for creating equitable family engagement programs, and for innovative approaches to teacher recruitment, development, and support.

THE MGAL ADVISORY BODY

Beth Fox, MNA, has a strong background in helping educational institutions and nonprofit organizations find ways to increase revenue, build community partnerships and connect to their stakeholders. She works at the Sonoma Community Center as the Director of Development and Marketing. With 30 years of experience in private, public and residential schools, as well as family foundations and nonprofit organizations, Beth has been successful in helping organizations achieve more with less by focusing on development strategies and processes. Her background includes fundraising, marketing, finance, and strategic planning. Beth's dedication to working in nonprofit organizations is reflected by her professional and personal commitments. Beth serves on the Board of Directors for the Association of Fundraising Professionals, is a founding member of Impact 100 of Sonoma, serves on the Development Committee of Transcendence Theater, and is an active Sonoma Valley Rotary Board Member representing youth services.

Lotasha Thomas began her public accounting career as an intern at Dillwood Burkel & Millar, LLP in 2006. During her tenure at Dillwood Burkel & Millar, LLP, she was responsible for providing tax and audit services to a myriad of clients and industries. During this time, Lotasha fell in love with the nonprofit industry. After 6+ years in public accounting, she transitioned to private accounting and became the Controller for a local non-profit private school, Anova, serving children with autism and learning differences. Lotasha then went to work for our local Boys & Girls Clubs of Sonoma-Marin as their Controller managing the day-to-day financial operations. After 8+ years, Lotasha returned to public accounting as a Manager at Dillwood Burkel & Millar, LLP assisting our clients with their accounting needs. Lotasha holds a Bachelor of Science in Business Administration with an emphasis in Accounting and a Master of Business Administration, both from Sonoma State University. She is a Certified Public Accountant. She also serves as the Treasurer for the SSU MBA Alumni Forum. In her free time, Lotasha loves teaching financial literacy to teens and young adults. She enjoys reading and training in the gym. She also loves to spend time with her family. On the weekends, you can find Lotasha exploring hiking trails in Sonoma County, tending to her garden, or planning her next vacation.

Kinyatta Reynolds is a long time resident of Petaluma, California. She briefly moved away from Petaluma when she attended the University of Washington on both an academic and athletic scholarship. She married her husband, also a lifelong resident of this amazing community. They have 3 wonderful kids (11, 9, 5) attending three different schools. She has taught physical education for 5 years, coached at the local high school, and has been a member of the board for the local competitive soccer club for several years. Kenyatta is an advocate for building a stronger and more inclusive community through academics, athletics and play.

Rod Harris is a seasoned leader in global education. His assignments include both strategic as well as tactical leadership & management roles. Creative and dedicated with more than 21 years of experience, he is a senior academic leader and member of the SAI executive team. He has earned the reputation of someone who serves as a vital resource in outreach with university partners and other stakeholders in the ever-changing international education landscape. While based in the US, his work has provided for extensive international travel. His message to young people is to explore and embrace those nations beyond their own, as future leaders will require more intercultural currency than any period from our past.

Jennifer Gray Thompson is a lifelong resident of Sonoma Valley. She attended Santa Rosa Junior College and graduated from Dominican University with dual degrees in English and History, and earned a master's degree in Public Administration from University of Southern California's Price School of Public Policy. Prior to graduate school, Jennifer spent a decade teaching AP Language and Composition at Ursuline High School, a college prep single gender institution. Post-graduate school, Jennifer worked for the County of Sonoma for the Board of Supervisors. After the devastating fires of October 2017, she accepted her current position as Executive Director of Rebuild NorthBay Foundation (RNBF), a long-term post-disaster organization dedicated to helping our region rebuild better, greener, safer, and faster. In this capacity, Jennifer has traveled across the country to share the innovative model of RNBF with colleagues and helping newly disaster affected communities. She is the host of the podcast "How to Disaster: Recover, Rebuild, Reimagine." Jennifer resides in Sonoma Valley with her husband, Douglas, children, and two rescue dogs.

Jeanne Kearns is a Sonoma County native with nearly two decades of development experience. In August of 2019, she joined the American Heart Association as Executive Director of the organization's North Bay operations. Signature throughout Jeanne's career is a commitment to building high quality, impactful relationships. She believes passionately in a culture of health for the North Bay where healthy choices are equitable, accessible, and *easy to make* and where everyone in North Bay can live their best life, without worrying they are one heartbeat away from heart disease or stroke. Before joining the AHA, Jeanne was the Vice President of Resource Development with the Boys & Girls Clubs of Sonoma-Marin where she led her staff team and volunteers to raise $1.7M annually in support of the community's youth. Prior to that, she served in development roles with Bay Area arts and education non-profits including California Film Institute, San Francisco Film Society and Stanford Jazz Workshop, as well as with the University of California, Santa Barbara where she was responsible for diversifying revenue streams for sustainable and strategic growth. Her personal passion for women's health brought her to Go Red for Women where she first became involved with the AHA. As an alumnus of Ursuline High School, Jeanne benefitted from a single-sex high school experience providing a strong foundation for future educational and professional accomplishments and valuable leadership skills. She is a major proponent of study abroad having experienced a transformative education abroad experience as an undergraduate at UC Santa Barbara where she obtained her BA in Film Studies followed by several years abroad studying in Belfast, Northern Ireland where she received her master's degree in politics from Queen's University. She knows firsthand the potential of MGAL to empower our community's young women and create global citizens right here at home. Jeanne serves on the Boards of Soroptimist International Santa Rosa, MGAL, and Sonoma Family Meal. When she is not creating powerful partnerships for longer healthier lives in the North Bay, Jeanne enjoys swimming, hiking, and spending time with her husband and two small children.

Yensi Jacobo is passionate about ensuring young people have the resources, support systems, and spaces they need in order to succeed and feel seen. Yensi experienced first-hand the power of mentorship and a highly supportive environment as a student in TRiO Upward Bound, a program dedicated to accompanying students in their journey to be the first in their family to attend college. In 2007, Yensi became the first in her family to graduate high school and in 2011 she earned her bachelor's degree in English and Philosophy with a minor in Gender Studies from the University of San Diego. She has worked, both at home and abroad, to facilitate experiences of academic and

personal growth for young people while providing a holistic approach to support and wellness. As a Peace Corps Volunteer in Costa Rica, she worked with a group of middle school girls to explore identity, acquire life skills, and set goals for the future. As Academic Coordinator for TRiO Upward Bound, she worked with students from underrepresented backgrounds to support them in being the first in their family to attend college. As a Mentor for TRiO Student Support Services, she worked with a cohort of incoming first-year, first-generation college students to provide an affinity space and strengthen their social network as they navigated university life. As a Writing Tutor, Yensi supported undergraduate and graduate students through the writing process, enabling them to clearly and effectively present their ideas while providing strategies for future use. As International Director with Global Leadership Adventures, Yensi led service learning trips abroad (Costa Rica, Ghana, and Peru), providing a safe space for students to step out of their comfort zone as they learned about the world around them. Yensi's work with students is based on a collaborative approach and rooted in the belief that quality, holistic support can empower young people to achieve their full potential. Upon returning from 5 years abroad and working with young people in various capacities, Yensi earned her master's degree in Educational Leadership and Societal Change from Soka University of America. In May 2020, she joined Petaluma People Services Center as Director of Youth Programs, where she is committed to serve and uplift as many young people as possible. Yensi believes that when we acknowledge and center those who are not being adequately served by existing systems we are able to move forward to create opportunities anchored in equitable access to resources and capital. In her free time, Yensi enjoys traveling abroad, trying new foods, playing tennis, reading novels, volunteering in the community, and hanging out with her 8-year-old nephew.

Vanessa Luna Shannon is a second generation Mexican-American who was born and raised in the Napa Valley and East Bay, and has been serving and supporting marginalized students for over 20 years. She is committed to preparing historically underrepresented students to complete their college education and advance into positions of leadership in the community.With an education in Clinical Psychology and training in mental health care, she has experience working in several community based organizations and schools as a substance abuse counselor, youth case manager, and multi-disciplinary program manager for families affected by the criminal justice system. In 2010, Vanessa began counseling and teaching at Napa Valley College, coordinating the Puente mentor program and Umoja learning community, to support first-generation students of color.
In March of 2013, Vanessa was hired by Santa Rosa Junior College (SRJC) to be the Director of the Gateway to College Academy, a Petaluma City Schools charter high school located at SRJC Petaluma. This charter high school was a uniquely designed Middle College High School to support students who were motivated to go to college, but needed equity-driven resources to help them complete high school. During her tenure in this position, Vanessa led a blended team of college and high school faculty & staff to launch an innovative, dynamic, and trauma-informed dual enrollment high school where over 100 students earned their high school diploma with an average one-year of college credit completed upon graduation. The Gateway to College Academy sunsetted in spring 2020 and since then, SRJC has committed to grow early college credit pathways, including dual enrollment, and placed Vanessa at the helm. In addition to her work at SRJC, Vanessa is a board member for Petaluma Health Center, a committee member on the City of Petaluma Transit Advisory Committee, and contributes to equity initiatives for vulnerable communities. As a mother of three, everyday she strives to raise compassionate, courageous, and socially conscious agents of change.

Kesa Labanowski is a second generation San Franciscan and earned her masters degree in social work in 2000 from San Jose State University. She then went on to work with the San Francisco Veterans Administration where she ran a pilot program for homeless women veterans. She then moved with her family to Petaluma, California where she has continued to work with the community. She has always had a passion to work with kids which began by working for the Waugh School District. She is now a school site coordinator for Mentor Me which is part of Petaluma People Services Center. She works with over 6 schools to help maintain positive relationships between mentors and students in Petaluma.

THE MGAL COMMUNITY ADVISORY COUNCIL

Lyndsey Burcina was born and raised in Sonoma County and is a proud product of Elsie Allen High School. She currently serves as Miss California for Miss Japanese-America, 5th District Commissioner for the county's Commission on Human Rights and is the Administrative Support Specialist for Sonoma County COAD. She is a proud advocate for students, teachers and marginalized communities; making sure we provide quality resources and education to all.

Joyce Galindo was born in New Jersey but moved to Petaluma in her early teens. Even though Joyce has moved out of Petaluma several times, she always finds herself coming back. Joyce is a proud Casa Grande High School alumna, and is a graduate of Sacramento State University. Her previous experience includes assisting migrant students through the Migrant Education Program at Petaluma's two secondary schools. While a Migrant Education Advisor, Joyce helped students achieve academic success in high school and provided opportunities for migrant students to pursue higher education. Joyce currently manages the Prevention Department of Sonoma County's Rape Crisis Center in which she teaches on topics like consent, sexual assault, and human trafficking to middle and high school students. Joyce is a dedicated advocate for sexual assault survivors and believes that if we teach about safe and unsafe touches, consent, and not rape, there will be a decrease in sexual assaults.

Tanya Bruno is the Director of Operations and Human Resources at the Healdsburg School. Tanya joined The Healdsburg School in 2013 and brings a wide range of business expertise to her role ranging from operations, business development, community engagement, and human resources. She brings enthusiasm, professionalism, warmth, and a mindset of service and advocacy to her work with The Healdsburg School and the Community. Tanya holds a Bachelor of Science in Business Management from Sonoma State University. Prior to joining The Healdsburg School, Tanya worked for an organization where she led the transition of a company culture change resulting in the award of "North Bays Best Places to Work." This is similar to her efforts here at The Healdsburg School, which was honored with this same award in 2018.Outside the office, Tanya is passionate about helping her community. She is the Foundation President for the Active 20-30 Healdsburg Club #205 which is a non-profit that raises money for underprivileged youth in our local community. She has received New Member of the Year, Member of the Year, and National Member of the Year awards in this organization for her dedication to the mission. She also volunteers for WE foundation as a mentor and is part of their scholarship committee team. In her spare time, she enjoys outdoor activities, watersports, and spending time with her family.

Chad Zibelman is a non-profit professional focused on experiential learning and international development with a degree in Education from Temple University in Philadelphia. After two years as a teacher with the Peace Corps in the African country of Namibia, Chad worked with the non-profit organization buildOn, leading community service programs in underserved neighborhoods, managing the Bay Area region, and directing an international service program for over 1,000 participants per year to help build schools in the developing world. Currently, he is the Chief Executive Officer of The Sonder Project, a non-profit organization focused on high-impact, sustainable development in sub-Saharan Africa. In 2015, Chad assisted his wife to open The Luma Center, an acupuncture, wellness, and family resource center, where he has facilitated a Dads-

focused group for the past four years. Chad resides in Petaluma with his wife and two school age daughters.

Megan Kelly, EdM is a fierce advocate for education. Megan served as a classroom educator and school administrator before joining the nonprofit human services hub, Petaluma People Services Center, in a community outreach and relations capacity. Megan has also served as a board member and team member of a variety of nonprofit, education, and civic organizations. She is an avid reader and hiker who loves to explore California's Bay Area where she lives with her family.

THE MGAL DESIGN TEAM

Gianna Biaggi, M.Ed. is a graduate of Sonoma Valley High School and Kenyon College. She is the 2017 winner of the Samuel Huntington Public Service Award, a national prize for public service, for her work in literacy education. Gianna is the co-founder, and previously served as the Director of Operations for Sunflower Trust, a middle school literacy program for vulnerable girls in Nairobi, Kenya. Sunflower Trust has received extensive financial support from Girl Rising, a leader in the non-profit funding world for girl's education. Gianna previously served as the Head of the Lower School at Abaarso School of Science and Technology in Somaliland. At Abaarso, Gianna taught 7th, 8th and 9th grade English Language Arts and physical education, facilitated the admissions process for new students, all while leading the Lower School teaching team, managing the Lower School curriculum, and developing best practices to serve girls. She received a New School Creation Fellow at the High Tech High Graduate School of Education in 2020, and is the founder of Magnolia Global Academy for Leaders (MGAL).

Haley Godbold, M.Ed., is a Bay Area native with a passion for equitable education and a feline sidekick named Miso. She is relatively new to the teaching game, having earned both her teaching credential and Masters in Education in 2019. But don't be fooled by her youth; in her three years as a high school teacher, she has devised and implemented a culturally sustaining curriculum across a bevy of subjects, including World History, US History, World Literature, US Literature, Drama, and English as a Second Language. There is nothing Haley loves more than creating inclusive classroom communities that fosters student empowerment and wellbeing. When she isn't teaching, Haley seeks opportunities to partake in diversity and inclusivity initiatives in her community, and enjoys supporting local arts and stuffing her face at neighborhood restaurants.

Lisa Gottfried, **M.Ed.,** is in her eighth year of teaching Digital Design CTE for the flagship New Technology High School in Napa. She was recognized 2017-2019 in the top 100 Global Innovation collections for HundrED.org for her work with digital school portfolios and the Global Create-a-Thon. She is a certified New Tech Network Teacher and winner of the national Best in Network Award in 2019 for her Lighted Art Project. She is currently a guest lecturer for Touro University, California in the Innovative Learning Masters program and is the NapaLearns Fellow of the Year 2019-2020. Lisa is also an Adobe Master Teacher for the Adobe Education Exchange and is a member of the 200+ Global Adobe Education Leader team. She also serves on the Photoshop Advisory Council representing the needs of educators and students to the app development team. She is founder of the Link Online Learners program that connects students ages 11-18 years old from all over the world to meet and share culture, hobbies and fun via video conferencing. She laughs heartily and often and loves snarky humor. Her passion is connecting with educators from around the world to advance innovative learning practices in the classroom.

Kinyatta Reynolds is a long time resident of Petaluma, California. She briefly moved away from Petaluma when she attended the University of Washington on both an academic and athletic scholarship. She married her husband, also a lifelong resident of this amazing community. They have 3 wonderful kids (11, 9, 5) attending three different schools. She has taught physical education for 5 years, coached at the local high school, and has been a member of the board for the local competitive soccer club for several years. Kenyatta is an advocate for building a stronger and more inclusive community through academics, athletics and play.

Aidy Lacy is a Special Education Teacher's Aide and is the current Music Director at Lattice Educational Services in Santa Rosa. She graduated from Cal Poly in 2017 with a B.S. in Kinesiology. She worked on a research project on weight loss interventions in 2017 with Dr. Suzanne Phelan of Cal Poly. In 2018 she worked as a Registered Behavior Technician helping children with autism learn and grow in addition to working as a personal trainer where she customized fitness plans for dozens of clients. In 2019, she worked at the Hanna Boys Center in Sonoma, CA where she helped children who had experienced trauma in their lives. During her time at Hanna Boys Center, she did a lot of LGBTQ+ advocacy and helped disseminate information about the LGBTQ+ community during pride month. In her free time, she likes to practice devil sticks, dance, write songs, perform guitar and ukulele, play video games, exercise, and enjoy the company of good friends (at a distance!).

Paloma Apgar is a mother to an ambitious 7th grader and hyper Jack Russel terrier. She works in the nonprofit sector, guiding teens to reach gainful employment and teaching them life skills. She is working towards a B.S. in Political Science, and privately homeschools her 12 year old daughter. Her work with teens is rewarding, and the knowledge that she uses her skills and own life experience to teach is truly a fulfilling dream she has worked dearly towards for many years. Paloma is a Sonoma Valley native, but has been lucky to travel extensively in Europe, Canada, Mexico, Puerto Rico, the UK, and across the United States. These travels have shaped and educated her in ways she couldn't have experienced in a classroom, and have instilled in her a lifelong desire to seek and explore new things, places, and people. When not teaching and cooking, Paloma spends time hiking on the coast, gardening, reading, and dreaming of a future full of further adventurous educational opportunities and travels for she and her family.

Seana Dooley McDonald, M.Ed, is a English/Social Studies teacher in the Petaluma District, and has been working there since 2014. Before that she worked for Sonoma County of Education in both the Juvenile Detention School – Deforest Hamilton – and in Special Education. Prior to working for SCOE, Ms. Dooley worked in Arizona for a charter that provided at-risk, high-promise youth the opportunity to work at their own pace in a student focused, computer driven program. In her sixteen+ years in education, Ms Dooley's focus has always been students who have been "pushed out" of traditional education. Ms. Dooley's training in ELL, SPED, and ACE best practices have allowed her to create universal accommodations that support all learners by creating systemic equity. Because of this practice, she is also able to develop intellectually challenging learning opportunities that push students to grapple with ideas and skills they might otherwise be unwilling to try. In her free time…LOL. Before COVID, she enjoyed gardening, reading for pleasure, and spending time with people who live outside her house.

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

1. General Information

Introduction

Magnolia Global Academy for Leaders will be a charter school in Petaluma, California that is dedicated to providing an experiential, globalized, and technologically advanced education to students in the Petaluma community and the larger Sonoma County. MGAL will be a middle and secondary school, serving grades 7-12. MGAL is committed to being fully inclusive of all students. **Admission is open to all students, regardless of gender, race, religion, sexual orientation, ability, or economic status. In accordance with California state law, we will have an open admission policy.**

Mission, Approach and Vision

Mission

MGAL educates future leaders through experiential learning, a commitment to equity, community partnership, and global citizenship.

Approach

MGAL empowers historically marginalized scholars through a fully inclusive, sustainable program. Our curriculum program honors the multifaceted experiences of its scholars through focusing on gender equity and anti-racism.

Vision
MGAL envisions a school community where students have their basic and higher order needs met, risk-taking is the norm, students are an active part of the decision-making process, and leadership is embedded at every level. MGAL will be an interdependent community of learners, united in the evolving and ongoing work of education.

Figure 1.1. MGAL's eight guiding core values

2. Community Need for the Proposed School

Magnolia Global Academy for Leaders will be a middle and secondary school serving grades 7-12, located in the Petaluma City Schools district. We seek to serve students representative of all of the communities of learners in Petaluma and Sonoma County.

Community Description

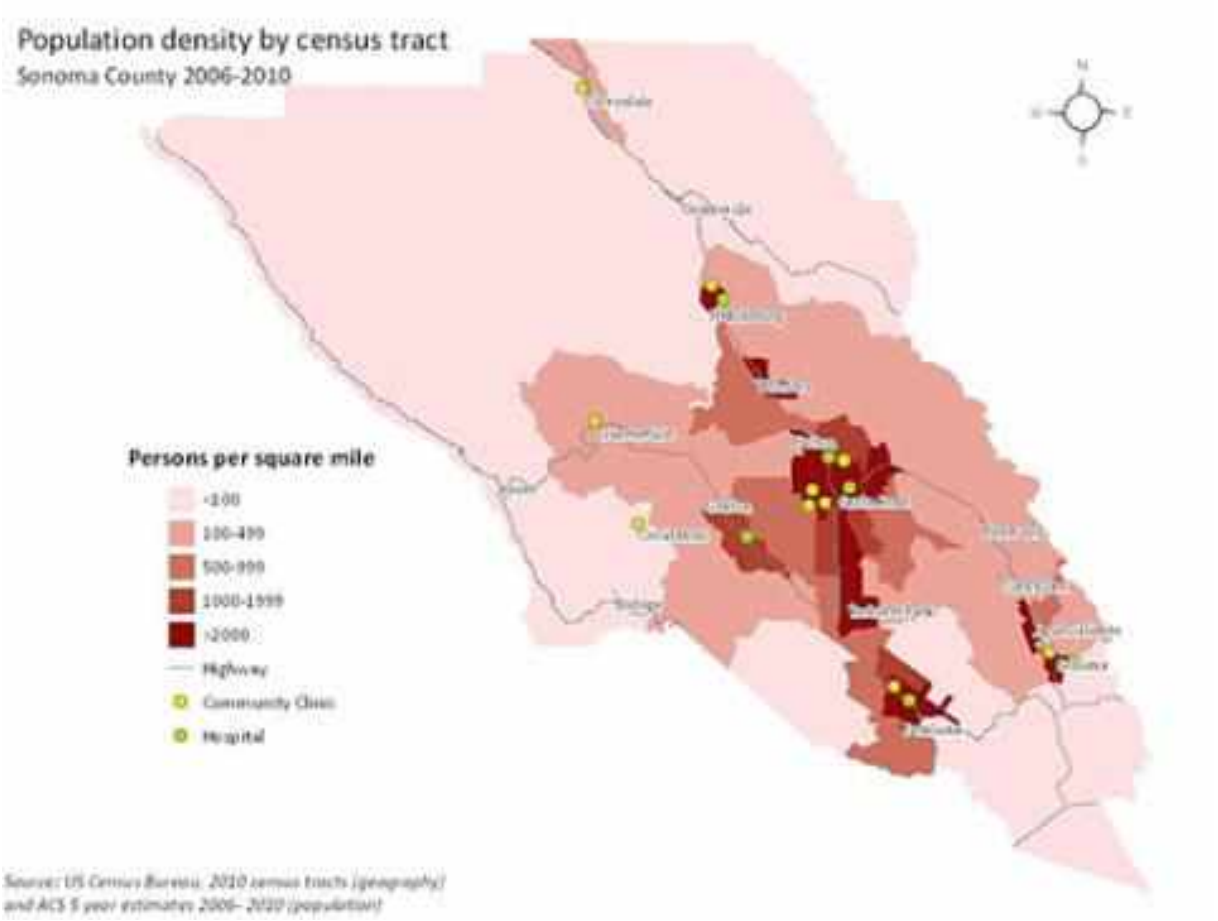
MGAL will be Petaluma City Schools District's first charter high school and its first project-based learning high school, as well as the first local school that is explicitly dedicated to serving the needs of historically marginalized students. Historically marginalized students are those who "live on the fringes of society" including (but not limited to): people with marginalized genders (females, trans people, queer people, non-binary people, agender and bigender people); BIPOC students; LGBTQIA+ students; differently abled individuals; gifted and talented students; economically disadvantaged students; homeless students; and students who have been in the foster care system (Garrett).

By ensuring that more students from Petaluma and Sonoma County are able to access a rigorous college-preparatory education, graduate from high school, and be accepted into a college and/or university, Magnolia Global Academy for Leaders will work to close the opportunity gap for these students in (1) the science, technology, engineering, art, and mathematics ("STEAM") field, (2) the career technical education ("CTE") field, and (3) the population that is accepted into and graduates from college. MGAL's team is composed of local educators from throughout Sonoma County.

Population and Diversity

Sonoma County is an urban-rural community that encompasses 1,575 square miles, with 494,336 residents. There are nine urban areas, the largest being Santa Rosa with 168,841 residents ("Quick Facts: Sonoma County, California").

Figure 2.1. Population Density Map of Sonoma County from The Sonoma County Department of Health Services



The County's main industries in the area are agriculture, manufacturing, hospitality, and healthcare. Sonoma County residents are more likely to work in agriculture or construction than individuals in other parts of California, which contributes to our unique rural culture and heritage.

The 2019 median household income in Sonoma County is $81,395.00, and the 2019 poverty rate for the entire County is 10.7% ("Sonoma County, CA"). When compared to counties of comparable size in California, residents of Sonoma County have lower income levels. The Federal Poverty Guidelines are "not scaled to reflect significant regional variations in the cost of living" ("Geography, Demographics, and Socio-Economic Data"). Given the high cost of living in Sonoma County, it is generally assumed that there are more people living in poverty than identified by federal standards. In some parts of Southwest Santa Rosa and the Russian River corridor, poverty for children under the age of 18 exceeds 40% ("Geography, Demographics, and Socio-Economic Data"). Additionally, Santa Rosa, Boyes Hot Springs, and Roseland are designated as federal "Opportunity Zones," where "at least 20% of residents live at or below the poverty level" and the "median family income is 'below 80 percent of the regional median income" (Sheridan).

Figure 2.2 Median Household Income Chart for Sonoma and Nearby Counties from Business Analyst

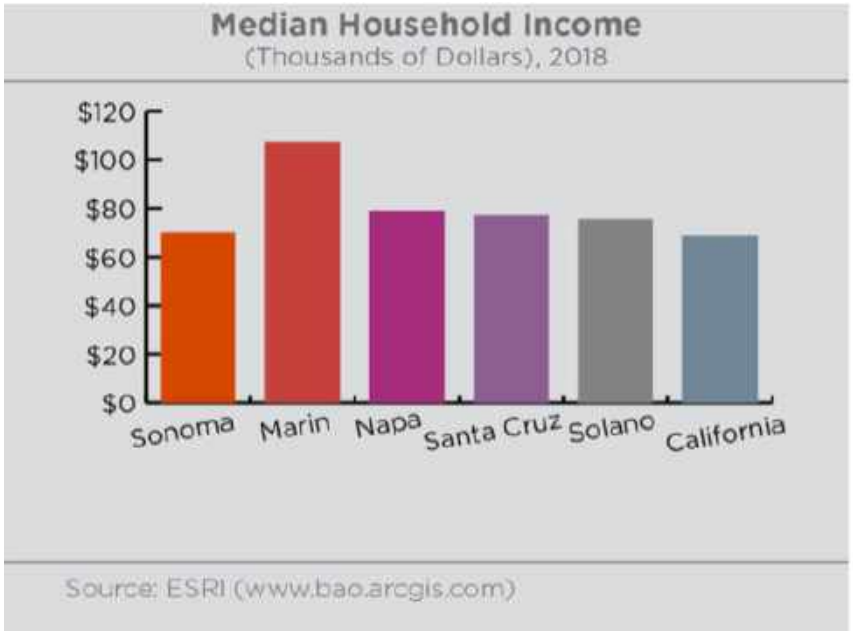
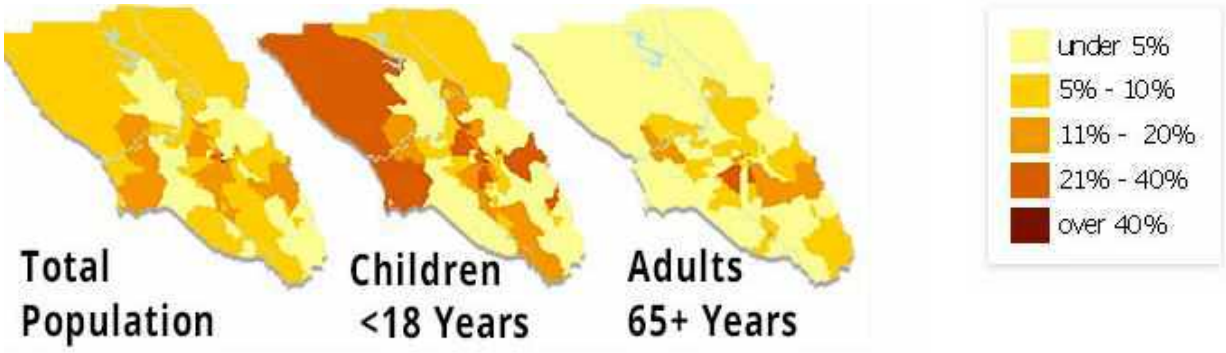


Figure 2.3. Poverty Map of Sonoma County from The Sonoma County Department of Health Services



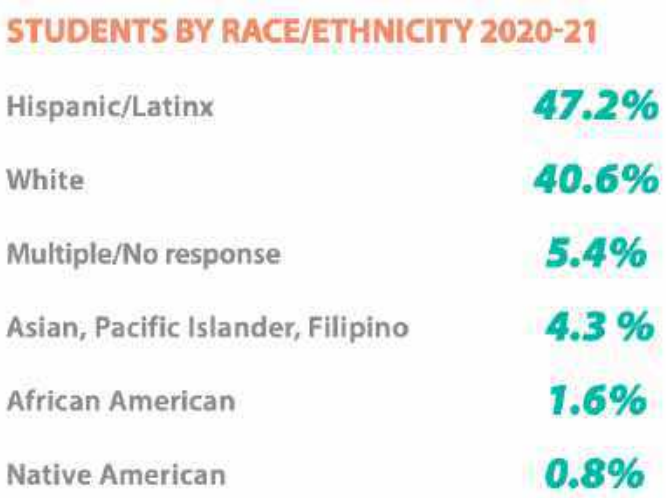
Educational attainment is "a key determinant of both income and health" ("Geography, Demographics, and Socio-Economic Data"). Just 31.5% of all Sonoma County residents have at least a bachelor's degree, and 11.1% of Sonoma County residents have a graduate or professional degree (Duffin). Indeed, Sonoma County lags behind the California average in individuals' attainment of graduate level or advanced degrees. Moreover, in Sonoma County, both females as well as BIPOC individuals lag behind their male and white counterparts in educational achievement. In Sonoma County, "Hispanics [are] currently lagging behind their white counterparts in attainment at all levels" ("Geography, Demographics, and Socio-Economic Data"). Likewise, women of all ethnicities in Sonoma County are less likely than their male counterparts to have advanced degrees.

Figure 2.4. Educational Attainment Chart By Race and Gender in Sonoma County

Educational Attainment	Total %	Male %	Female %	White %	Hispanic %
< High School (HS) Diploma	13.8%	15.8%	12.0%	6.1%	45.9%
At Least a HS Diploma	86.2%	84.2%	88.0%	93.9%	54.1%
At Least a Bachelors Degree	31.5%	31.4%	31.5%	36.5%	9.9%
Graduate or Professional Degree	11.1%	11.4%	10.8%	N/A	N/A

MGAL will serve students from throughout Sonoma County. Non-white students make up the majority of Sonoma County public school students. 58% of Sonoma County public school students are non-white and 42% are white.

Figure 2.5 Racial Demographic of Sonoma County Public School Students from Sonoma County Office of Education



The high school graduation rate for all Sonoma County public School students is 82%, which is below both the California state average (85%) and the national average (86%) (Herrington). As in many other geographies in Sonoma County, Hispanic, Latinx and African American students lag behind their white counterparts in high school graduation rates.

Figure 2.6. Chart of Graduation Rates in Sonoma County by Race and Ethnicity From Sonoma County Office of Education

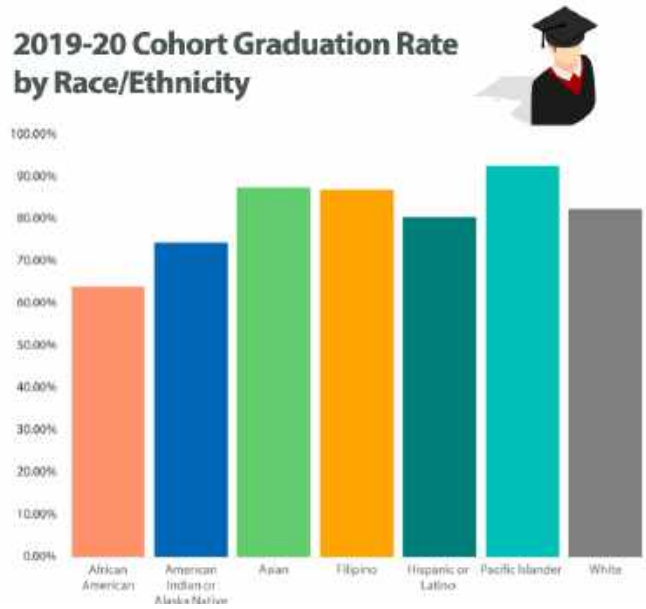
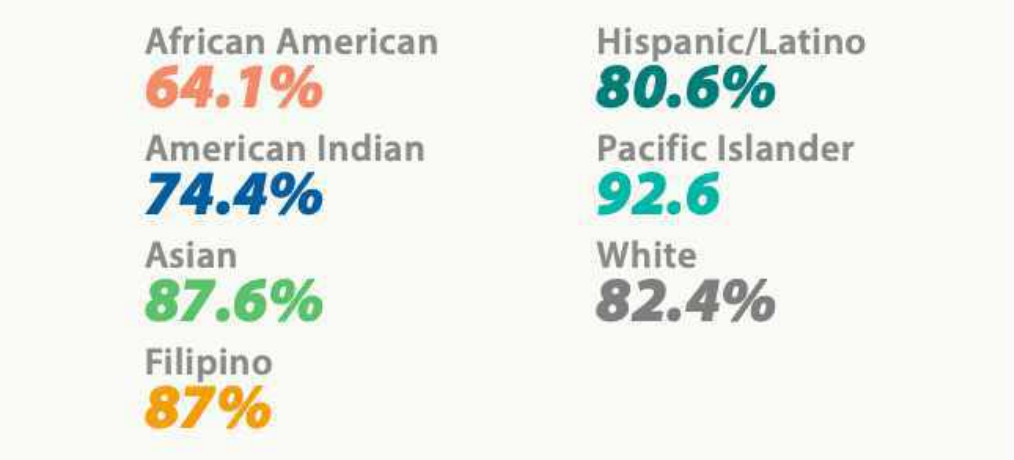


Figure 2.7 Chart of Graduation Rates in Sonoma County by Race and Ethnicity From Sonoma County Office of Education

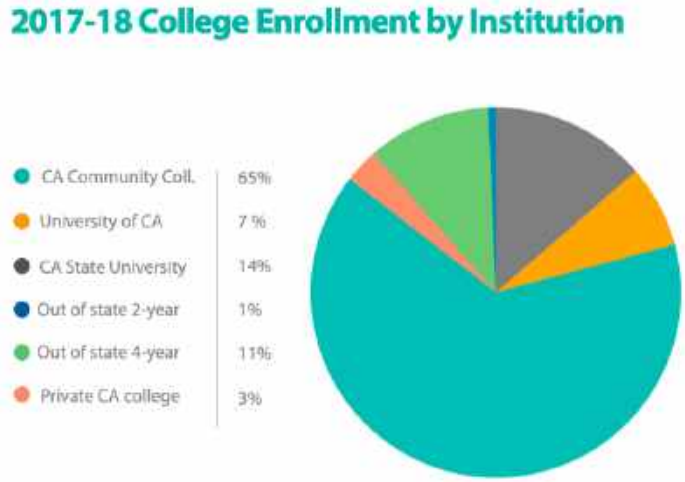


The University of California ("UC") and California State University ("CSU") systems maintain minimum admission requirements known as the "A-G requirements." Students that fail to complete these requirements are unable to apply to UC campuses, and it is much more difficult to be accepted into a CSU or a private, four-year university. Only 38% of Sonoma County public school students graduate from high school having completed the A-G requirements; in contrast, the state average of A-G completion is 48.4% (Xie).

Figure 2.8. Sonoma County Public School Students' Graduation & A-G Completion Percentages from Sonoma County Office of Education

The majority of Sonoma County high school graduates do not attend four-year college, and instead attend two-year California community colleges.

Figure 2.9. College Enrollment and Location for Sonoma County Public School Students from Sonoma County Office of Education



Petaluma, California is the second largest city in Sonoma County, with approximately 57,908 residents (Sonoma County Economic Development Board).

Figure 2.10. Total Petaluma Population Over Recent Years

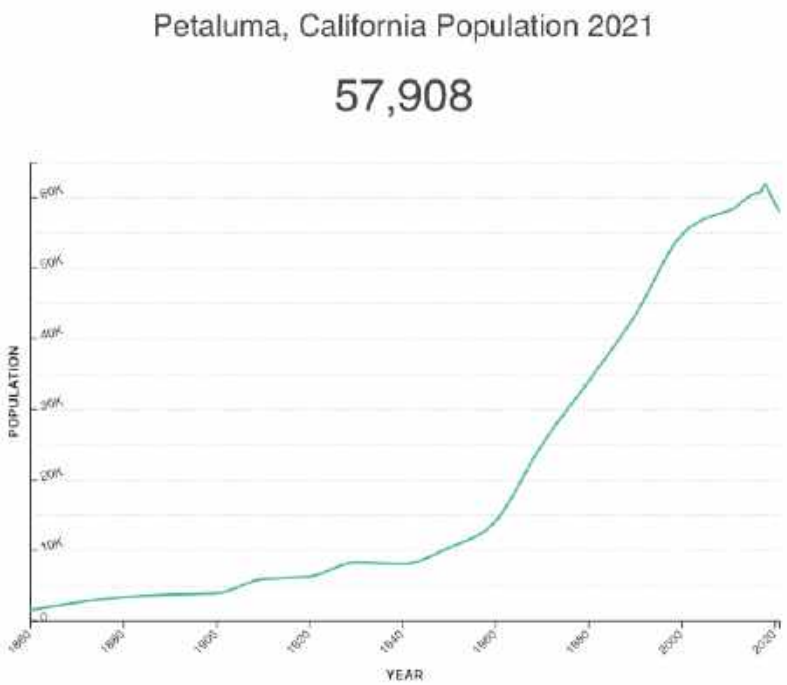
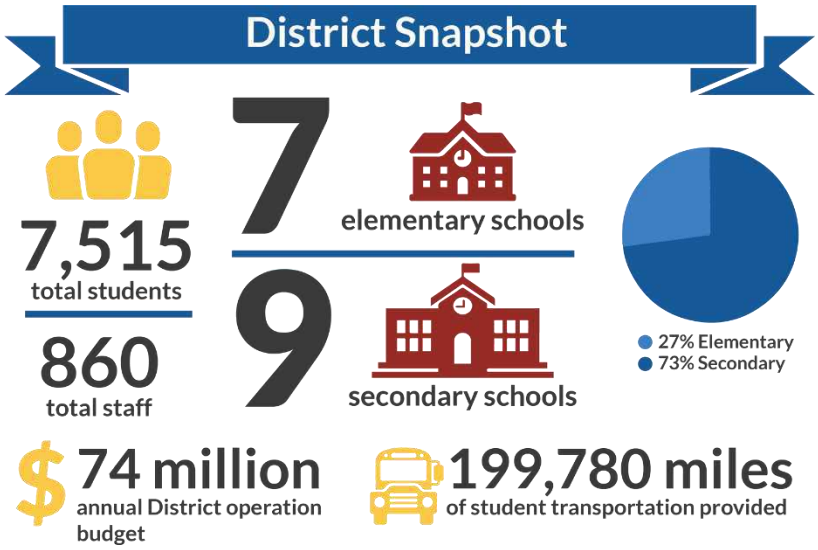


Figure 2.11. Infographic on Petaluma City Schools District, Petaluma's largest school district.



Petaluma is a racially and ethnically diverse region that continues to become more diverse as the population grows. The following table reports the racial and ethnic demographics of Petaluma City Schools. Although the Petaluma City Schools District is currently less diverse than overall Sonoma County schools, the population of BIPOC students in the District is increasing. The welcome addition of a more diverse student population will lead to a need for more inclusive curriculum and instructional approaches that not only foster greater diversity but also help ensure equitable outcomes for all students. MGAL is dedicated to harnessing the diversity of Sonoma County and Petaluma to create positive educational and social change.

By the year 2023, Petaluma's population of non-white residents will continue to increase, including the population of students of color in its public schools. The graph below demonstrates that although Petaluma is currently a majority white city, the demographics are changing, as the city's overall population increases.

Figure 2.12. Petaluma's Population By Race and Ethnicity From 2010-2023 from Business Analysts

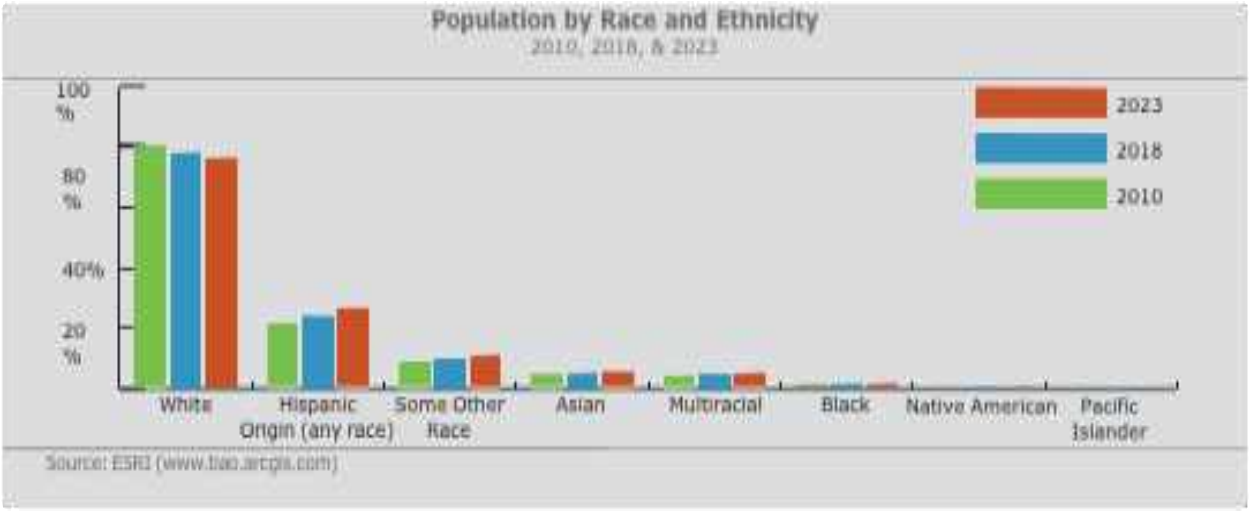


Figure 2.13. Demographics of Petaluma City Schools District Students in 2019

Ethnicity	Percentage of Petaluma City Schools District Students
African American, not Hispanic	1.5%
American Indian, Native Alaskan	0.6%
Asian, Filipino, Pacific Islander	2.36%
Hispanic or Latinx	30%
White, not Hispanic	62%
Two or more races	2.5%

As a school focused on equity, innovation, and opportunity for historically under-represented youth, Magnolia Global Academy for Leaders can succeed alongside the changing demographics of the Petaluma City Schools District, as it works in partnership with the city's two comprehensive high schools, Petaluma High and Casa Grande, to ensure that BIPOC students and their families are supported, valued, and able to achieve the same academic outcomes as their white peers.

Equity: Our programming's foundation

Magnolia Global Academy for Leaders is an equity project, designed to meet the unique needs of every student. We are committed to ensuring that our school demographic is racially and socio-economically diverse and reflects the larger community of Petaluma and Sonoma County. Magnolia Global Academy for Leaders will serve students who are most likely to be pushed out of the traditional schools in Petaluma and Sonoma County, including people with marginalized genders (including females, trans people, queer people, non-binary people, agender and bigender people), as well as BIPOC and LGBTQIA+ students. Through dedicated recruitment and community outreach, MGAL will strive for a population that reflects the racial and ethnic

population of the District, with at least 50% students of color, and 50% economically disadvantaged students, who qualify for the federal free or reduced-price meals ("FRPM") program. In comparison, Petaluma High School serves 26% economically disadvantaged students, and Casa Grande High School serves 35% economically disadvantaged students.

Surrounding Schools

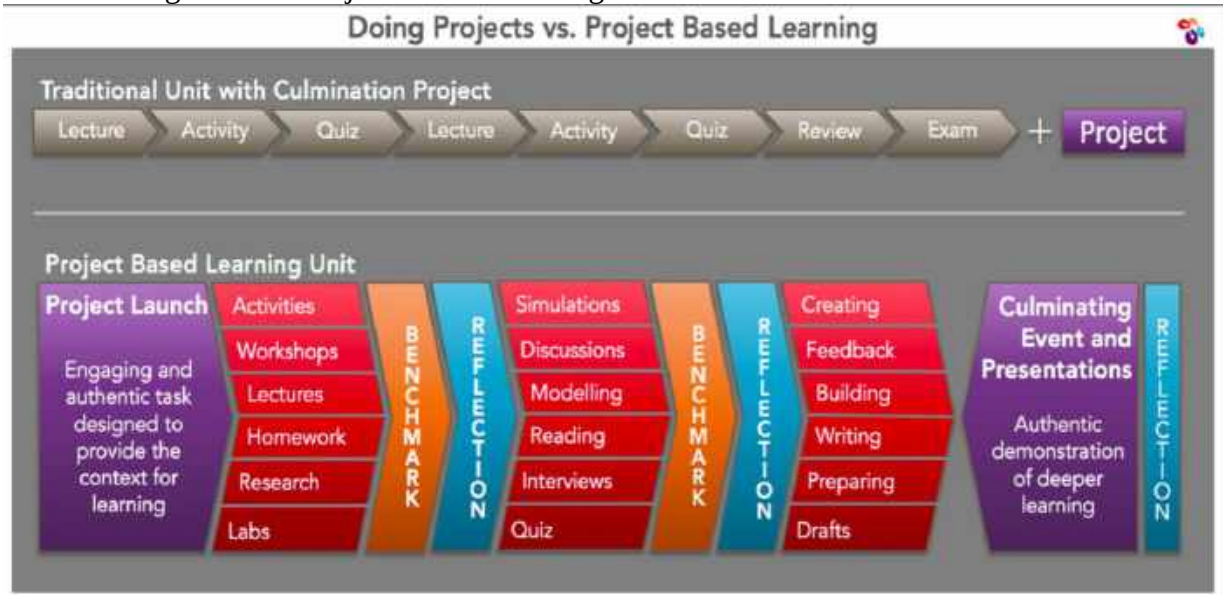
In Petaluma, there are currently two junior high schools, Kenilworth Junior High School and Petaluma Junior High School, and two comprehensive high school programs, Petaluma and Casa Grande High School, and two alternative high school programs, Carpe Diem and Sonoma Mountain in the Petaluma Joint Union High School District. In addition, several of the city's K-8 public schools in the area offer middle school programs, including Mary Collins at Cherry Valley (a dependent charter school), Live Oak (an independent charter school), and Petaluma Accelerated Charter School (a dependent charter school located on the campus of McKinley Elementary).

Petaluma High School and Casa Grande High School are two large comprehensive high school programs that serve students in Petaluma. Petaluma High School serves 1,371 students in grades 9-12 ("Petaluma High School"). Meanwhile, Casa Grande High School serves 1,724 students in Grades 9-12 ("Casa Grande High School"). Both Petaluma High School and Casa Grande High School offer traditional education programs for their students, including college-preparatory Advanced Placement ("AP"). However, not all students at Petaluma and Casa Grande High Schools enroll in college-preparatory AP classes. Only 31% of students at Petaluma High School enroll in Advanced Placement courses, and the majority of students that enroll in Advanced Placement courses are white ("Petaluma High"). Likewise, at Casa Grande High School, only 20% of students enroll in Advanced Placement courses, and again, the majority of students in AP courses are white ("Casa Grande High"). Additionally, at Petaluma High School, only 56% of students graduate having completed the A-G requirements necessary to apply to admission at a four-year college or university ("Petaluma High"). At Casa Grande, only 42% of students graduate with the A-G requirements fulfilled ("Casa Grande High").

MGAL will be different from other local public schools in combining a middle school (grades 7-8) with a high school (grades 9-12). Through combining a middle school and high school, students, faculty and administrators will be part of a small school community that will allow for greater continuity in learning, and strong relationships between students, faculty and administrators built over time. MGAL will be distinguished from Petaluma and Casa Grande High Schools through its small school environment and project-based learning approach that is focused on equity, and different from Credo and Technology High Schools namely through its focus on serving historically marginalized students. MGAL will serve 200 students in grades 7-8, and approximately 400 students in grades 9-12, and will focus on providing a tight-knit community for students. MGAL will also work to ensure that there is full participation in Honors courses; every MGAL student will graduate having completed at least one Honors course in both the Humanities and STEAM fields. Finally, MGAL's graduation requirements will align with the A-G requirements, meaning that **100% of our students will graduate having completed the necessary requirements to apply to a four-year college or university**. MGAL's equity focus will ensure that historically marginalized students, especially BIPOC students, are supported from the beginning of their education career to their graduation.

MGAL will use a project-based learning pedagogy to ensure that all of our students are fully prepared to enter college. Many schools in Sonoma County and Petaluma incorporate projects into their curriculum and pedagogy; however, their project-based learning elements are more about "doing projects" rather than a comprehensive, iterative project-based learning program. Unlike these programs, MGAL will use the New Tech Network Project-Based Learning plan mapped out below.

Figure 2.14. Project-Based Learning Flow Chart from New Tech Network



While not in Petaluma, Credo High School and Technology High School are two innovative secondary schools located nearby that are designed to serve students from all over Sonoma County. Credo High School is "a college preparatory public charter school inspired by Waldorf education." Waldorf pedagogy is different from project-based learning as it focuses on integrating the arts in all academic disciplines. Technology High School is a "science, technology, engineering, art and math-focused college preparatory school," which uses more traditional methods of pedagogy and instruction to prepare STEAM scholars for college.

While Credo and Technology High Schools were designed to serve students from all over Sonoma County, the racial makeup of their student bodies (particularly Credo) skews towards predominantly white students. Credo High School has a student body that is 75% white and 31% Hispanic or Latinx, and Technology High School is 40% white and 21% Hispanic or Latinx, while Sonoma County public schools are on average 42% white and 47.5% Latinx.

Figure 2.15. Racial Demographics of Nearby High Schools in 2019

Demographic	**Percentage of Students at Credo High School**	**Percentage of Students at Technology High School**	**Percentage in All Sonoma County Public Schools**

African American, not Hispanic	1%	<1%	1.5%
American Indian, Native Alaskan	<1%	<1%	0.8%
Asian, Filipino, Pacific Islander	3%	7%	4%
Hispanic or Latinx	10%	21%	45.6%
White, not Hispanic	75%	40%	42%
Two or more races	11%	3%	4%
Economically Disadvantaged	31%	16%	47.5%
English Learners	<1%	1%	20%

Likewise, Credo and Technology High Schools serve fewer economically disadvantaged students than Sonoma County public schools. 47.5% of Sonoma County public school students are classified as economically disadvantaged, but just 31% of Credo's students are economically disadvantaged and just 16% of those at Technology High are identified as economically disadvantaged. Further, only about 1% of students enrolled at Credo and Technology High are English Learners, whereas 20% of students enrolled in Sonoma County public schools are classified as English Learners.

Finally, Technology High also serves a disproportionate number of male students and does not serve as many female students, who have historically been underrepresented in the STEAM and CTE fields. 61% of students at Technology High School are male and only 39% of students at Technology High School are female.

MGAL will strive to serve a student population that is reflective of the general population of Petaluma City Schools District, with at least 50% of our school population being BIPOC students, and at least 50% of our students being designated as economically disadvantaged, qualifying for FRPM. We will ensure that BIPOC and economically disadvantaged students are

prioritized through active targeted recruitment of these populations, specifically focusing on Sonoma County's highest needs areas: Roseland, the Russian River area, and Boyes Hot Springs.

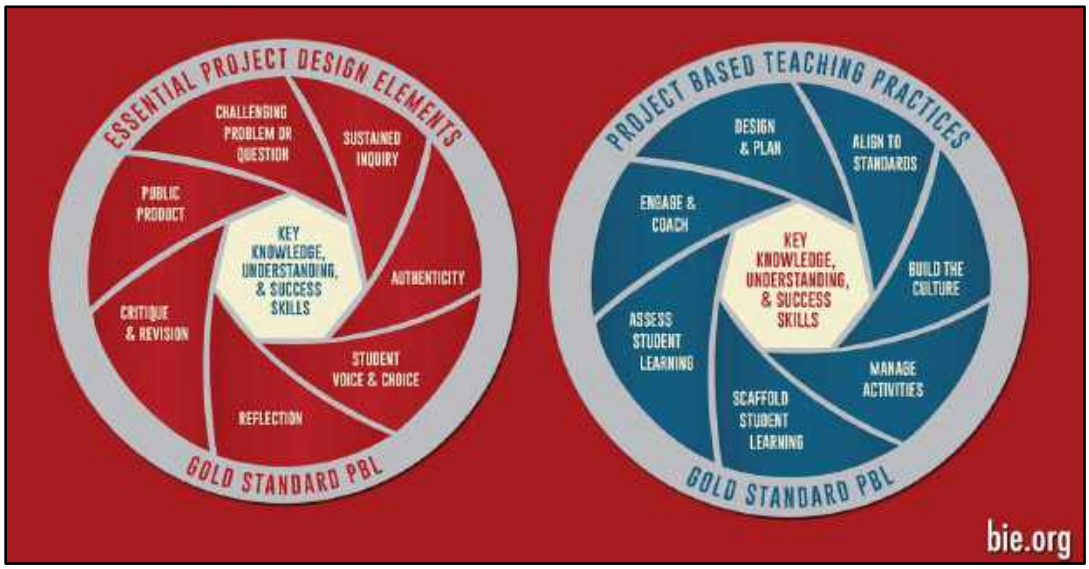
How MGAL Will Meet Community Need and Interest

Magnolia Global Academy for Leaders is based on two highly successful public charter schools in California, High Tech High and New Tech Napa. These schools have models that specifically focus on serving historically marginalized students through experiential, project-based learning. Project-based learning "is a teaching method in which students learn by actively engaging in real world and personally meaningful projects." Project-based learning is not just the addition of projects to traditional educational models, but rather a pedagogy where teachers and students work together to solve meaningful, authentic, practical real-world problems.

MGAL will implement the Buck Institute of Education's Gold Standard Project-Based Learning model for developing and implementing project-based instruction with our teachers. The elements found in Gold Standard PBL for both project design and implementation are below (see infographic).

To ensure that MGAL's project-based learning curriculum is both rigorous and college-preparatory, we will work to actively align our projects to state standards in all content areas. Finally, the MGAL team will create a curriculum that is appropriate for student learning experiences, both "academically and maturationally." (Curriculum Decisions).

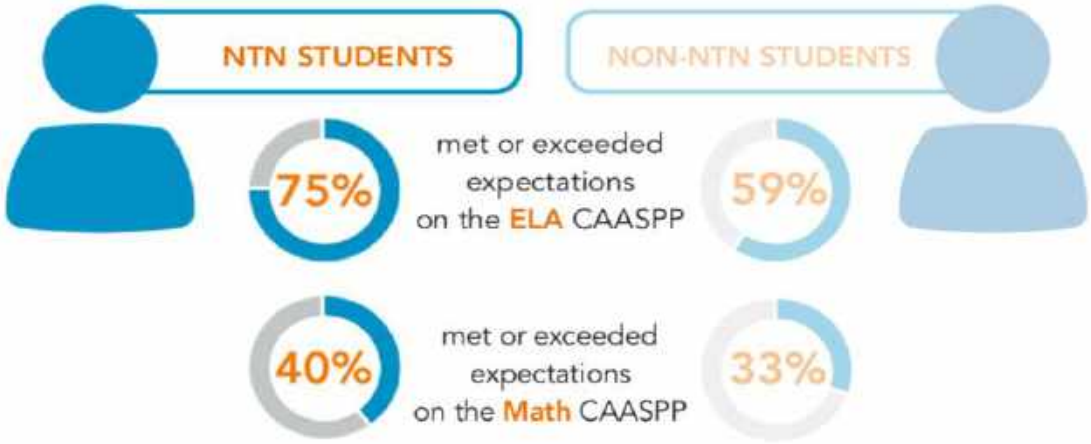
Figure 2.16. Infographic on Project-Based Learning: Teaching Practices and Design Elements



The High Tech High and New Tech Network models focus on providing equitable opportunities for historically marginalized students through project-based learning, which is also a hallmark of the MGAL pedagogy and programming. These schools have students that consistently outperform their peers at traditional, non-comprehensive high schools on the California Assessment of Student

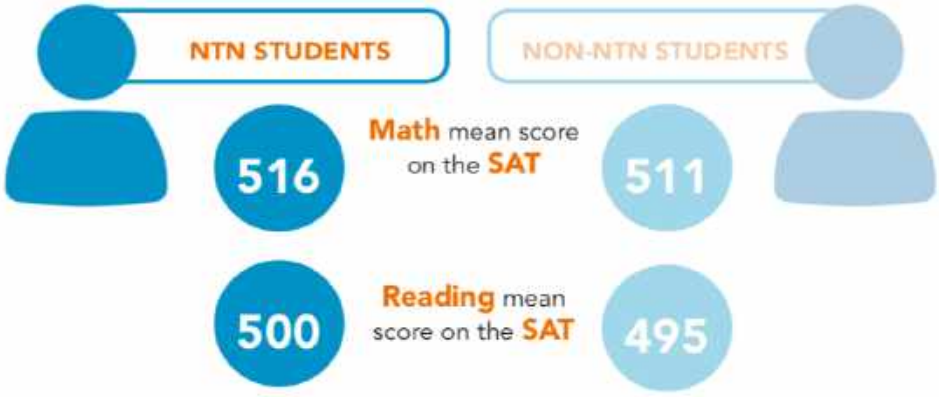
Performance and Progress ("CAASPP") Math and ELA assessments. Scores for 11th grade students were compared during the 2015-2016 school year in the figure below, with 56% of New Tech Network students receiving free- or reduced-price meals.

Figure 2.17. Data on New Tech Network students in California ELA/Math CAASPP Scores (2015-16)



Additionally, a 2015-2016 study found that New Tech Network students performed better than the national average on the Math and Reading sections of the SAT.

Figure 2.18. Data on New Tech Network students in California Math and Reading SAT scores (2015-16)



Building off the successes of High Tech High and New Tech, Magnolia Global Academy for Leaders will meet community needs through: (1) providing direct benefits to historically marginalized students in the community in the fields where they are traditionally underrepresented: STEAM and CTE; and (2) assisting the District in ensuring that historically marginalized students, especially BIPOC students and low-income students are able to receive an equitable, rigorous, college-preparatory education.

Creating a Physically and Emotionally Safe Space & Preparing Historically Marginalized Students for College and Career

In January 2021, YouthTruth, a data analytics program for middle and high schools, surveyed 56 Sonoma County public schools across 10 school districts about their perception of their school environment. Students' perceptions of their school environments are strongly "linked to academic outcomes." Additionally, perceptions are strongly linked to health indicators, such as physical and mental well-being. Sonoma County's YouthTruth data reveals a startling fact: the majority of Sonoma County students do not feel a sense of belonging within their school community, and the majority of students in Sonoma County public schools do not feel prepared to enter college or the workforce. Only 37% of Sonoma County high school students agreed with the statement: "I feel like a real part of my community." In addition, only 39% of Sonoma County middle school students and 32% of Sonoma County high school students could identify a "safe" adult at school that they could reach out to. **Historically marginalized scholars in Sonoma County public schools, especially female and LGBTQIA+ students, are even less likely to feel like they are part of their schools' community.**

Additionally, Sonoma County public school students across all demographics are less likely than their peers at other public high schools in California to feel that their public school has prepared them for college and career. Sonoma County public schools have long lagged behind similarly sized counties in college readiness. **The YouthTruth data demonstrates that the majority of Sonoma County public school students understand that their schools are not actively preparing them to succeed in college and career.**

Sonoma County's YouthTruth data has influenced the design elements of Magnolia Global Academy for Leaders, specifically our focus on (1) creating a physically and emotionally safe community where all students, especially historically marginalized students, feel a strong sense of belonging to their school community, and (2) providing a rigorous, "college for all" academic program, where every student will graduate having completed the necessary requirements to apply to a four year college or university.

Figure 2.19. YouthTruth Student Survey in 2020-2021

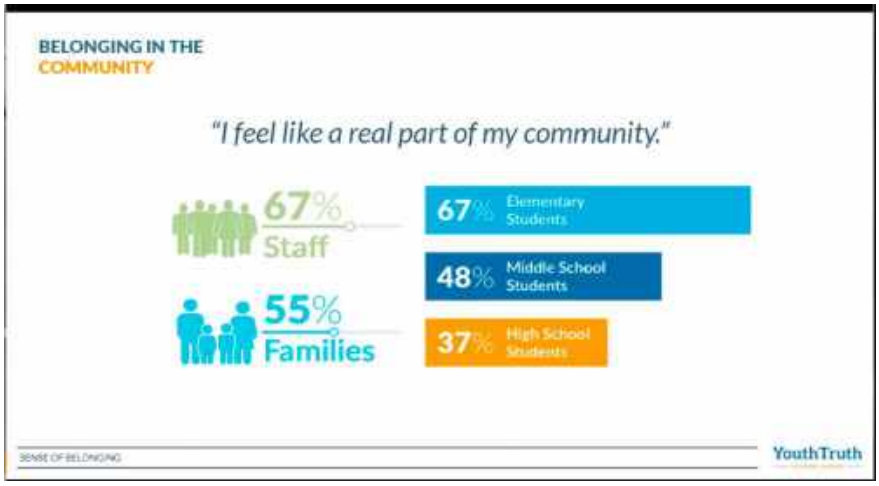


Figure 2.20. YouthTruth Student Survey About Accessible Mentors in Schools

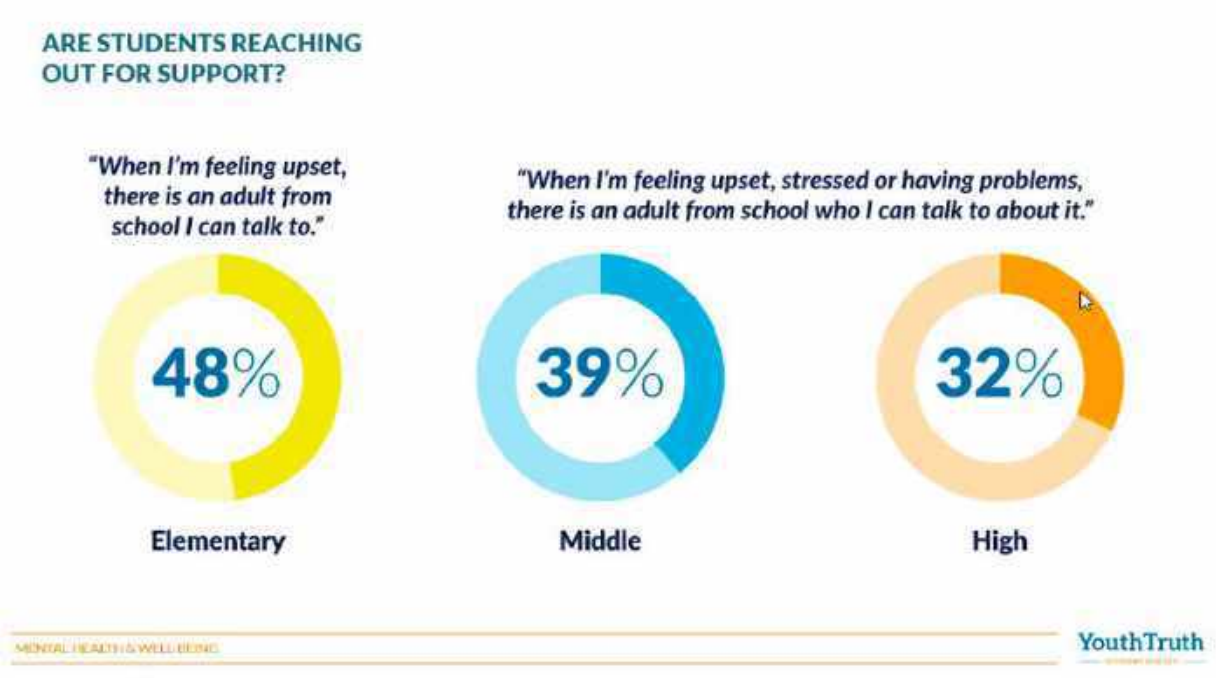


Figure 2.21. Student Responses in Sonoma County Public Schools in 2019-2020

Question	Female	Male	Identifies in another way
I really feel like part of my school's community.	32%	39%	18%
I can usually be myself around other students at this school.	43%	60%	26%
Most students at this school are friendly to me.	63%	69%	46%
How often do you work with other students for your classes because your teachers ask or tell you to?	41%	39%	31%
How often do you work with other students for your classes, even when your teacher doesn't ask or tell you to?	21%	23%	13%

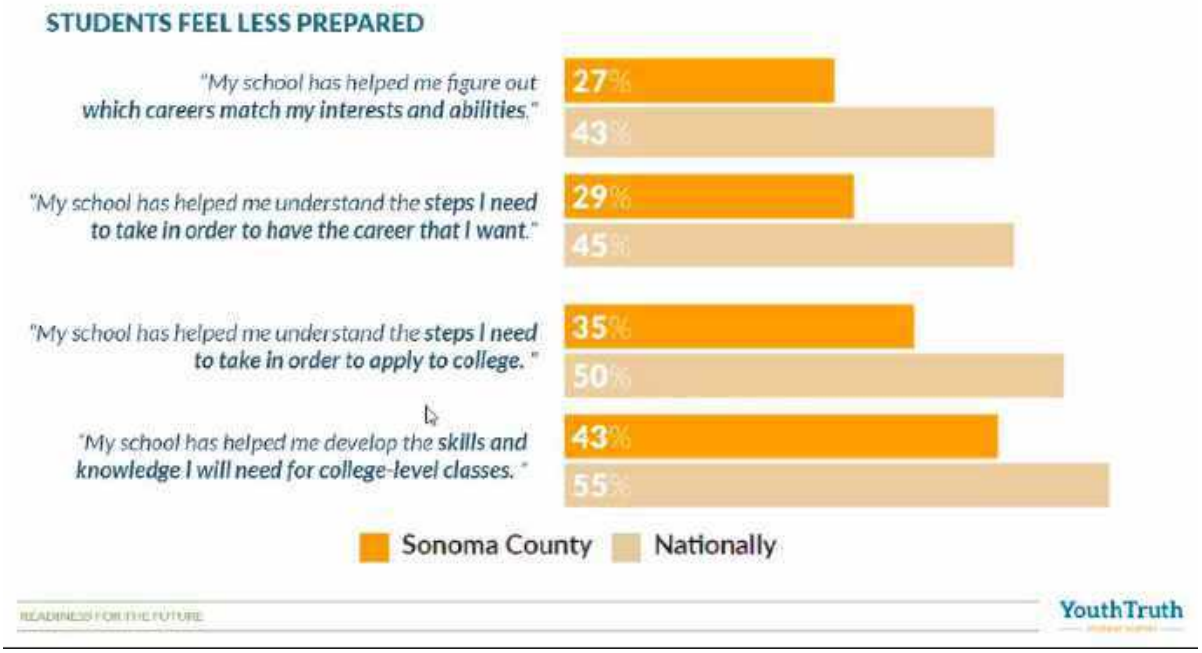
LGBTQIA+ students are less likely than their straight peers to feel like part of their schools' community.

Figure 2.22. Student Responses in Sonoma County Public Schools in 2019

Question	Straight	Bisexual	Gay or Lesbian	Identifi another
I really feel like part of my school's community.	39%	24%	28%	17%
I can usually be myself around other students at this school.	56%	35%	37%	29%
Most students at this school are friendly to me.	69%	55%	55%	49%
How often do you work with other students for your classes because your teachers ask or tell you to?	41%	37%	36%	36%
How often do you work with other students for your classes, even when your teacher doesn't ask or tell you to?	23%	17%	18%	11%

Sonoma County public school students feel less prepared for college and career post-graduation than their peers at other public high schools.

Figure 2.23. YouthTruth Student Survey About School Preparation



Providing Additional Opportunities in STEAM and CTE to Historically Marginalized Groups

Historically Marginalized Groups & The STEAM and CTE Gaps
Magnolia Global Academy for Leaders is an experiential school with a specific focus on expanding opportunities for historically marginalized students in STEAM and CTE.

One historically marginalized group, people with marginalized genders (including females, trans people, queer people, non-binary people, agender and bigender people), is much less likely than boys to pursue STEAM and CTE courses. Although female students perform as well as male students in elementary math and science classes, and female students enroll in science and math classes at equal rates to male students, the gender gap in STEAM starts to appear as "girls take fewer of the advanced STEM courses and tests as they get closer to college." (Berwick, "Keeping Girls in STEM"). The STEM gap continues to widen the longer girls are in school and is often "compounded by issues of race and class" (Berwick, "Keeping Girls in STEM").

Female students may be less likely to participate in STEM classes because of "formative ideas about who a scientist or mathematician is" (Berwick, "Keeping Girls in STEM"). When girls become aware "through both subtle and overt cultural messages about male superiority in math," it makes each encounter with math "fraught, triggering self-doubt in even the most studious [female students]" (Berwick, "Keeping Girls in STEM"). Additionally, societal assumptions about "who does math well, and the academic and financial support that follows" may "impact performance more than raw aptitude" (Berwick, "Keeping Girls in STEM"). This has a profound impact on BIPOC girls, especially Black and Latinx girls. Black, Latinx and low-income girls are "less likely to take advanced STEM courses, and to pursue STEM professions later in life" (Berwick, "Keeping Girls in STEM").

Additionally, boys are much more likely than girls to participate in CTE classes, even though participation in CTE classes is an excellent training opportunity for students to enter high-paying trade fields without a bachelor's degree. Girls are underrepresented in the trades, as boys "hold three-fourths of the jobs requiring only a high school diploma that pay at least $35,000 a year" ("Career & Technical Education"). Without a clear pipeline for girls to enter STEAM and CTE fields as middle and high school students, the gaps that we see in the STEM and CTE fields for girls (especially BIPOC and LGBTQIA+ girls) will continue.

Without a pathway for girls to pursue STEAM in middle and high school, girls will remain underrepresented in STEAM during college and career. Girls "only make up 28% of the STEAM workforce" ("The STEM Gap"). Females earn 57% of all four-year bachelor's degrees in the United States, but only 35% of STEAM bachelor's degrees ("2020 Annual Report"). Within STEAM degrees, only 21% of engineering majors are female, and 19% of computer and information services are female ("2020 Annual Report"). Females are only 28% of the workforce in STEAM fields; as a result, the gender gap is particularly large in "the fastest growing and highest paid jobs of the future" such as computer science and engineering ("The STEM Gap").

For BIPOC students, opportunities in STEAM and CTE are even more constrained. A 2018 study found that "one quarter of U.S. high schools with majority Black and Latinx students did not offer

Algebra II," a key prerequisite for entry into higher level science and mathematics classes as well as for college admission. Additionally, "Black and Latinx students are often denied access to limited seats in advanced STEM classes, particularly in racially diverse schools where they are not the majority." BIPOC students are pushed out of the STEAM pipeline as early as high school, thus even fewer BIPOC students pursue STEAM in college and beyond. A study from Ohio State University found that "Black workers make up only 9% of STEM workers (as compared to 11% of the overall workforce," and "Latinx workers comprise only 7% of STEM workers (and 16% of the total workforce)." Additionally, in college or university, "though students of all races enter STEM majors at roughly equal rates, Black and Latinx students leave the major at nearly twice the rate of white students." Recent diversity reports from Google, Twitter, and Facebook found "that less than 5% of the companies' tech workers identify as Black."

For female students of color, particularly Black female students, opportunities in STEAM and CTE courses are limited. In 2014, women earned just 27% of all STEAM doctorate degrees: 19% were white, 8% were BIPOC, and 1% were Black. This opportunity gap can be explained by "teachers' low expectations and overall assumptions about Black girls in society," which directly affects Black female's ability to learn mathematics and sciences. Through equitable access to high-quality education, we can ensure that female students of color, particularly Black female students are able to pursue and excel in any field that they choose.

The numbers are similarly dismal for LGBTQIA+ students, particularly transgender women and non-binary individuals: there is virtually no data about the LGBTQIA+ population within the STEAM fields, and the little data that there is shows that sexual minority university students were "7% less likely to be retained in STEM as compared to switching into a non-STEM program" (Hughes).

How do we solve this problem?

The factors that perpetuate the exclusion of historically marginalized groups from participating in the STEAM and CTE fields are: gender and racial stereotypes, a lack of role models within the STEAM field, and math anxiety for female educators that is then passed on to female students. These factors create a climate in traditional comprehensive secondary schools where historically marginalized students are discouraged from participating in STEAM and CTE courses. These gaps in opportunities for cisgender, non-binary, and trans women correlate to fewer career and educational opportunities over time. To counter this pipeline of STEAM and CTE pushout, we must create an environment where historically marginalized scholars are encouraged and supported to pursue a wide variety of academic fields, including STEAM and CTE courses that lead to challenging and rewarding careers with high incomes.

Schools need to better support historically marginalized STEAM scholars as early as elementary school, as "the most important predictor of success in higher education is pre-college academic preparation" (Chenoweth). A 2020 study from St. Catherine University found that fifth graders with historically marginalized identities were "able to make positive changes in their STEAM identities" after being teachers provided "resources that support students' identities and implement choice and hands-on applications for meeting the needs of diverse learners" (Danner). Without access to culturally sustaining education, mentorship and experiential learning opportunities, historically marginalized groups will continue to be left out of STEAM opportunities.

MGAL is dedicated to ensuring that historically marginalized groups — including female students, BIPOC students, and LGBTQIA+ students — are supported to succeed in the STEAM fields through implementing strong programs that affirm and celebrate students' identities. MGAL will create a strong tradition of STEAM and CTE scholars starting in seventh grade. All students will continue to take additional STEAM and CTE courses during their time at MGAL, ensuring that they are prepared to enter college or career with the skills they need to succeed. Studies have found that focusing on the "interdisciplinary and problem-solving nature of STEM" through pedagogies such as project-based learning can help historically marginalized scholars become more interested and involved in STEAM (Berwick, "Keeping Girls in STEM"). MGAL's project-based learning pedagogy will ensure that all of our historically marginalized scholars are able to participate in STEAM courses and are unburdened by stereotypes about their perceived abilities.

Closing the Opportunity Gap for BIPOC Students in Petaluma City- School District and Sonoma County

Opportunity Gaps at Casa Grande and Petaluma High Schools in Academics and College Readiness

The Petaluma Joint Union School District is home to two large comprehensive high schools, Casa Grande High School and Petaluma High School, that serve the majority of secondary school students in the area.

Casa Grande, the larger of the two schools, is 48% white, 40% Hispanic, Latinx, 4% Asian, and 4% students that are two or more races (Berwick, "Keeping Girls in STEM"). Casa Grande struggles to provide its students with marginalized identities—including students of color (particularly Hispanic and Latinx students) and low-income students—with a high-quality, equitable education and the opportunity to apply to a CSU or UC upon graduation. Only "17% of Hispanic or Latinx students participate in AP classes at Casa Grande," as compared to 21% of white students ("Casa Grande High School"). Only 29% of Hispanic and Latinx students at Casa Grande graduate having completed the necessary requirements (A-G state standards) to apply to admissions to a CSU or UC, compared to 49% of white students. Additionally, only 40% of Hispanic and/or Latinx students at Casa Grande are ready for college upon graduation, as compared to 80% of white students ("Casa Grande High School"). At Casa Grande, 36% of students are classified as "low-income," yet "fewer low-income students are graduating eligible for state college or university compared to the state average for low-income students" at this school ("Casa Grande High School").

Petaluma High School is 66% white, and 27% Hispanic and Latinx. At Petaluma High, there is also an opportunity gap for students with historically marginalized identities. Like Casa Grande, at Petaluma High, fewer low-income students are graduating eligible and prepared for state colleges and universities ("Petaluma High School"). Taking AP courses demonstrates to college and university admissions officers that students are ready for advanced level course work. At Petaluma High School, students of color are less likely than white students to be enrolled in AP or Honors courses. 31% of white students take AP courses, compared to 26% of Hispanic/Latinx students, 18% of Native American and Indigenous students, and 27% of Black students. At

Petaluma High School, 50% Hispanic and Latinx students are prepared for college upon graduation, as compared to 90% of white students ("Petaluma High School"). 25% of students at Petaluma High are classified as "low-income," and only 42% of low-income students are graduating having completed the A-G state requirements, while 56% of middle or high-income students who graduate have completed the A-G requirements ("Petaluma High School").

These opportunity gaps for students with marginalized identities—in particular Hispanic and Latinx students, Black students, Indigenous students and low-income students—demonstrate that Casa Grande and Petaluma High are struggling to serve a considerable group of students at their schools and are creating a broader societal equity issue in terms of access to college, career, and life opportunities for these students. Without addressing this issue, students with marginalized identities will continue to graduate at lower rates, be less likely to attend and complete college, and be unlikely to pursue the opportunities afforded to those who do.

The Equity Gap in Student Suspensions & Chronic Absenteeism at Casa Grande and Petaluma High Schools

In addition to academic inequity, students of color at Casa Grande and Petaluma High are more likely than white students to face disciplinary consequences, including suspensions. At Casa Grande, 3% of all students are suspended but students of color are over-represented within that statistic: 18% of students suspended are Black, even though Black students comprise only 2% of the student body ("Casa Grande High School"). Likewise, 40% of students suspended at Casa Grande are Native American and Indigenous students, although Native American and Indigenous students comprise less than one percent of the student body ("Casa Grande High School"). Black, Pacific Islander, and Native American and Indigenous students are also much more likely to be chronically absent than their white peers at Casa Grande.

At Petaluma High, 6% of all students are suspended. Again, students of color are over-represented among students who are suspended. Only 4% of all students suspended are white, even though 66% of students at Petaluma High school are white ("Petaluma High School"). Like at Casa Grande, Native American and Indigenous students comprise only 1% of the student body but are 40% of the students that are suspended ("Casa Grande High School"). At Petaluma High, 8% of Hispanic students, 9% of mixed-race students, and 40% of Native American and Indigenous students are chronically absent, as compared to 4% of white students ("Petaluma High School").

These inequities are a national problem known as racial disproportionality in discipline, defined as "the overrepresentation of children of color that are subject to discipline, suspension and/or expulsion as compared to the total population of children in the community or institution." Massive "racial disparities in student discipline rates have been documented for decades." A 2013-2014 Civil Rights Collection found that Black students, who "make up 16% of public-school enrollment, accounted for 40% of suspensions nationally." A 2017 study of disciplinary cases from Louisiana and North Carolina found that "more severe disciplinary outcomes for Black students are due in part to discriminatory practice, intended or not." Similarly, Black students are overrepresented in "office referral, expulsion and corporal punishment." School policies such as 'zero tolerance' or 'one strike, you're out' have particularly contributed to racial disproportionality in discipline.

The Pushout Phenomenon & Female students of Color in Secondary Schools

Female students of color, and Black girls in particular, are affected by systemic "pushout" disciplinary actions in secondary schools, such as 'zero tolerance policies' that criminalize students for minor infractions and contribute to high dropout rates. School policies that are inherently racist, such as not allowing hair extensions, braids and weaves," and disciplinary policies that are "informed by racial bias and stereotypes," often force female students of color out of school (Richardson). Black girls are "quickly cast as undisciplined deviants who reflect negative stereotypes of black femininity," and are more likely than their white counterparts to be suspended, less likely to take AP courses, and therefore less likely to graduate from high school ready for college (Morris). The suspension data at both local high schools indicates a need for intentional intervention for students of color, supporting BIPOC students from both an academic and disciplinary standpoint.

These statistics demonstrate the inequities that BIPOC students face in school, and the fact that the experience of BIPOC students is vastly different from that of white students. Magnolia Global Academy for Leaders is dedicated to eradicating these inequities in college readiness, suspensions, and chronic absenteeism through: a college-for-all curriculum and approach; anti-racist faculty, staff and community training, and school policies; and a restorative justice disciplinary program that focuses less on punitive action and more on community collaboration and renewal. We hope to serve as a model school both in the district and the county for project-based learning, college readiness, and serving historically marginalized groups.

Providing Opportunities for Experiential Learning to Historically Marginalized Students

MGAL's three experiential learning opportunities will give historically marginalized students—especially people with marginalized genders, BIPOC, and LGBTQIA+ people—the hands-on learning experiences that they need to be successful in high school and beyond. Historically marginalized scholars, especially economically disadvantaged students, are less likely to have access to robust experiential learning programs, such as internships (direct unpaid experience at local businesses and community organizations), externships (job-shadowing), and educational travel. Internships, externships, and educational travel are "high-impact activities" that can greatly enhance one's chance of being accepted into college and/or receiving a high paying job (Salvadge). Internships and externships are a "crucial component of students' resumes and college applications" yet economically disadvantaged students are typically unable to access them (Mayo). Economically disadvantaged students are also more likely to have to work to support themselves and their family members. Further, when economically disadvantaged students do participate in internships, they are more likely to take unpaid positions in non-profit organizations.

Unfortunately, the COVID-19 pandemic has exacerbated inequities for economically disadvantaged students and their ability to participate in internship, externship, and educational travel programs. Internship and externship opportunities for low-income students dramatically "dropped by more than half" in April of 2020 and continue to plummet (Du Sault). Additionally, low-income students have self-reported that the COVID-19 pandemic has made it harder to "build relationships with teachers and future professors," whose letters of recommendation and support can greatly support college applications (Du Sault).

However, economically disadvantaged students that do participate in high-impact activities are more likely to report "deep learning" than their peers (Salvadge). Additionally, historically marginalized scholars that participate in internships are more likely than their peers to state that their experience was "extremely satisfying," and that "they desired a career in the same industry as their internship program" (Salvadge).

MGAL will provide three mandatory experiential learning programs for all of our students: internships, externships, and educational travel. These high-impact activities will not only provide our students with the necessary skills they need to succeed in the twenty-first century job market, but it will also assist them in creating a robust resume for applying to four-year college or applying for a high-paying job.

MGAL's Internship Program

MGAL's Upper School (grades 9-12) students will all participate in an off-campus internship during the spring of their junior year. Some of the many benefits that internship programs offer high school students include the following:

- Students have the opportunity to apply the knowledge learned in the classroom to real-world situations. Additionally, students are able to "hone their professional skills that promote growth and development" ("The Importance of Internships").
- High school internships are "a great way to get the actual taste of the actual professional experience in a particular field before you commit yourself to it." Internships are also a great way for students to "test drive a career" before committing to anything ("The Importance of Internships").
- Internships are a great way for students to create professional connections that could have a major impact on their careers later in life ("The Importance of Internships").

MGAL staff will work directly with community-based organizations and businesses to find appropriate placements for all students and will also work with local businesses that have never had internships before, such as Petaluma Poultry, to create pathways for interns. Currently, only one high school in Sonoma County, Healdsburg High School, offers internship experiences for students.

MGAL's Externship Program

Traditionally, externships are an opportunity for students to shadow career professionals and "gain firsthand insight into a career or industry of interest" (Smith). MGAL's externship program for twelfth grade students will give them the opportunity to shadow career professionals while pursuing a passion project, or something that "gives [students] satisfaction, happiness, and puts [them] in a state of flow" (Shah). Externships will be an opportunity for twelfth graders to both learn about a career that they might be interested in through working with a local mentor, and explore a passion related to that career. Through the externship program, all twelfth-grade students will have the opportunity to participate in a job shadow with our repository of volunteering mentors, learning more about their career and their impact within the Sonoma County community. Externships can be crucial in providing exposure to a variety of different careers to students, which is particularly important for historically marginalized students, especially economically disadvantaged and first-generation college students. Externships can also have a "lasting

impression impact on career decision making," and give students the important knowledge of what they like and dislike, so they can gain clarity around their post-secondary goals (Smith). Currently, no high schools in Sonoma County offer externship programs for their students.

MGAL's Educational Travel Program

MGAL's educational travel program will ensure that all MGAL students will get to participate in a domestic or international experience before they graduate. Travel will take place during fall, spring, and summer breaks. Through our partnership with SAI Programs, a Sonoma County-based provider of "exceptional cultural and educational experiences abroad" (SAI, "Study Abroad"), all MGAL students will have the opportunity to spend time in another part of the United States or the world, regardless of their socioeconomic status. MGAL will work with SAI programs and with other local community partners to secure funding so that all students, regardless of socioeconomic background, can participate in these educational travel experiences. Currently, no public schools in Sonoma County offer educational travel programs for their students. (Sonoma Academy does so but it is a private institution.)

Educational travel offers many benefits, especially for economically disadvantaged students, who may not otherwise have the opportunity to actively participate in travel experiences for self-discovery. A 2013 study from the WYSE Travel Confederation, a European Union organization that is part of UNESCO, found that children who participated in educational travel between the ages of 12-18 demonstrated "greater educational interest in what they were taught in school" and "received better grades upon return from traveling" ("Travel Improves Educational Attainment"). Additionally, "57% of students who participated in educational travel as children went to college," and adults who participated in educational travel as children "earn $5000 more or 12% greater income than those who took no trips" ("Travel Improves Educational Attainment").

The MGAL Process: Designing Specifically to Serve Historically Marginalized Students

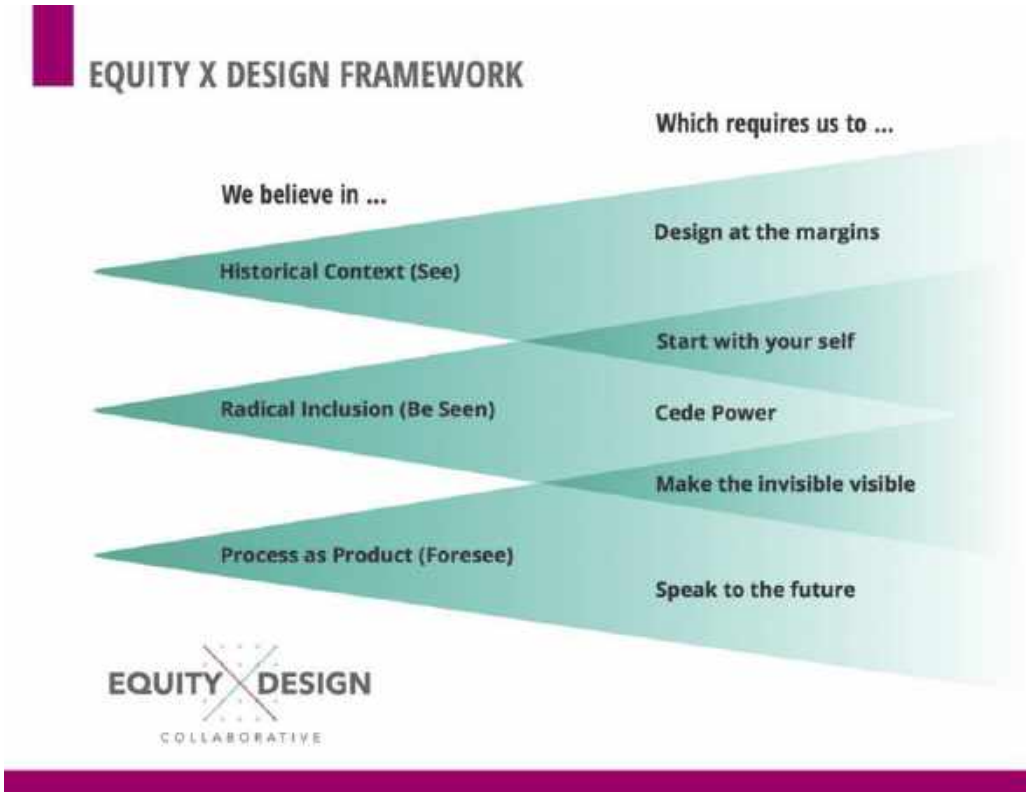
To create an institution that truly prioritizes the needs of historically marginalized students, MGAL is engaging in an equitable community design process that prioritizes the voices of Sonoma County community members who belong to historically marginalized groups. MGAL's community design team is made up of people with marginalized genders, BIPOC, and LGBTQIA+ individuals; this team has come together to create a program that will meet the needs of historically marginalized students.

Our design process is based on the equityxdesign framework, a design practice that is used to "mitigate the impact of racism and inequity in design practices." The equityxdesign framework "merges the consciousness of racial equity work with the methodology of design thinking." This framework will ensure that MGAL creates all of its programs with equity and justice in mind. The equityxdesign framework posits that our "individual actions can cumulatively serve to maintain existing forms of inequity, or they can serve to dismantle systems of oppression." MGAL's goal is to end the systemic inequities that historically marginalized students in Sonoma County public schools face; this can only be accomplished through a team of individuals with an intimate knowledge of both Sonoma County public schools and their own identities as historically marginalized people growing up in this specific community. MGAL's design team was created intentionally to ensure that a multitude of different identities and experiences are represented. Additionally, for identities that are not represented in our community design team, the design team

facilitates empathy interviews, a "human centered approach to understand the feelings and experiences of others," to ensure that we are accurately designing for these experiences.

MGAL's use of the equityxdesign framework, and our dedication to full inclusivity, has allowed us to create a design process that centers around the needs of historically marginalized students. **We are the first school in Sonoma County to be designed specifically to serve historically marginalized students, by a group of individuals who deeply understand the Sonoma County public school community.**

Figure 2.18. The EquityXDesign Framework



3. Student Population to be Served

Target Student Population & Grade-Level Configuration

The vision of Magnolia Global Academy for Leaders is to serve historically marginalized students, including, but not limited to: people with marginalized genders (including females, transgender, nonbinary, agender, and bigender individuals), BIPOC students, LGBTQIA+ students, low-income students, and homeless and foster students. All students will be welcome at our school. Our school will be a physically and emotionally safe space for all students, regardless of gender, sexual orientation, race/ethnicity, socioeconomic status, national origin, religion, or disability status.

MGAL plans to open in the Fall 2022 with a class of seventh graders and ninth graders, and it will add a new cohort of students each year until the Charter School has grown to its full grades 7-12 capacity, with an enrollment of about 600 students at full capacity in its fifth year. MGAL will be split into a Lower School for grades 7-8, and an Upper School for grades 9-12. We have chosen to configure our grades and structure our enrollment in this way to ensure that all of our programs are developmentally appropriate, and that all students are able to achieve academically to the best of their ability. By opening with two cohorts of students: a group of seventh graders and a group of ninth graders, our school leadership will be able to focus on creating a strong, inclusive school culture. In addition, as the first full project-based learning school in Sonoma County, the MGAL faculty and staff will undergo PBL training and professional development on a weekly basis. By starting with only two cohorts of students and teachers, we will be able to develop strong project-based learning instructors who are able to train the next cohort of teachers, as well as students who will be able to lead incoming community members in project-based learning.

The MGAL Lower School Program: Serving Students in Grades 7-8

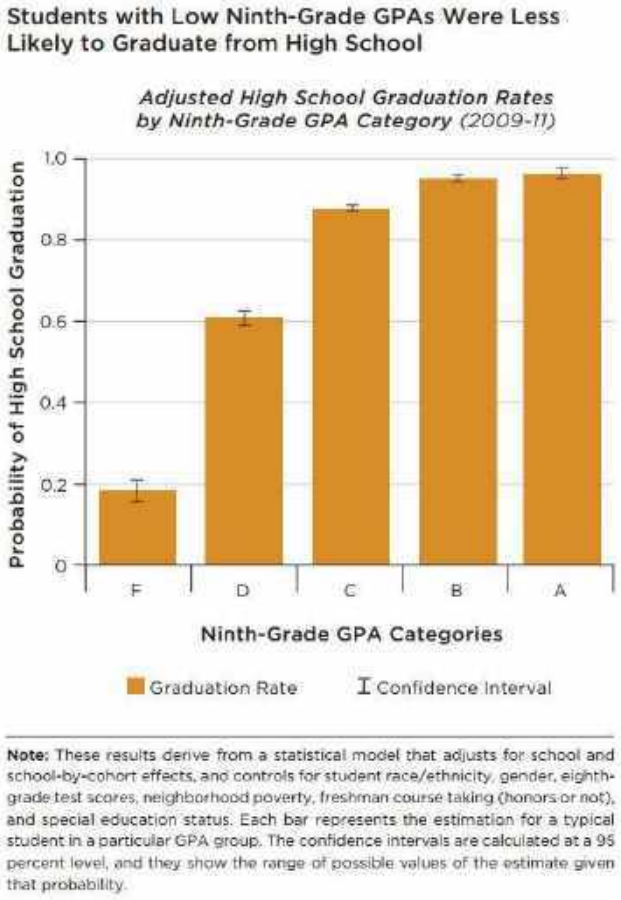
MGAL has intentionally created a Lower School program that focuses on seventh and eighth graders based on the research that demonstrates the importance of eighth grade achievement for high school graduation rates and college acceptance (Christie). MGAL's Lower School program will have a full project-based learning curriculum. The benefits of experiential and project-based learning at younger levels has been well documented. A recent study from the University of Michigan documented that economically disadvantaged students in elementary and middle school benefited from project-based learning, and that project-based learning was associated with "higher growth in motivation, writing and reading" (Duke et al, "Putting PBL to the Test"). Additionally, among these younger grades, project-based learning has been documented to "promote student learning in social studies and science" (Kingston). In a study of 8th graders at a middle school in Northern California, students who participated in project-based learning classes "demonstrated greater knowledge gains than students in the control group, based on pre- and post-tests and state examinations" (Hernandez-Ramos).

The importance of a high-quality, rigorous middle school program in fostering students' success—in high school and beyond—cannot be overstated. A study from ACT demonstrated that "the amount of progress toward college and career readiness that students have made by eighth grade is crucial to their future success" ("The Forgotten Middle"). According to the study, "students who fall off the college preparatory track early" are more likely to move "further from a complete college preparatory program as they progress" ("The Forgotten Middle"). Despite passing grades, many eighth graders "are arriving at high school so far behind academically that, under current conditions, they cannot become ready for college and career regardless of the rigor of the high school curriculum" ("The Forgotten Middle").

The eighth-grade year is particularly critical to overall student success in high school and beyond, as each course failed in eighth grade "increases the odds of non-promotion from ninth grade to tenth grade by 16%, and eighth grade test scores, especially Math and ELA scores, are good predictors of students' likelihood to "do well in high school courses" (Christie). Additionally, students that are not on track for college and career readiness by eighth grade "are unlikely to attain that level of readiness by high school graduation" (Christie).

The transition from eighth grade to ninth is an incredibly important time for student academic achievement and success. Going from a small middle school to a larger high school for ninth grade can leave students feeling increased "fear, trepidation, feelings of being lost and not connected, and a strong sense of anxiety, resulting from newfound anonymity" ("Why 8th Grade Matters"). Ninth grade is considered the "make or break year" because "more students fail ninth grade than any other grade in high school" ("Why 8th Grade Matters"). Academic performance, attendance in school, and behavior in ninth grade are all "powerful indicators of whether a student will go on to graduate or drop out." (Kim). Additionally, while ninth grade students have the highest enrollment in high schools, they are more likely than their peers in other grades to have lower overall grade point averages, more missed or skipped courses, more failing grades, and more misbehavior referrals than any other grade. The ninth-grade year represents a "symbolic passage into near-adulthood, with teenagers much more likely to be impulsive and take risks" (Kim). Finally, ninth grade academic outcomes can affect a student's entire future: students with low ninth grade GPAs were less likely to graduate from high school, as demonstrated in the graph below.

Figure 3.1 Adjusted High School Graduation Rates by Ninth-Grade GPA Category



To combat the stresses of the transition between eighth and ninth grade, and the inevitable struggle that many students face during that transition year, MGAL's Lower School program and its eighth grade year have been intentionally designed to create a smooth transition for students moving into the ninth grade. While entering the Upper School, ninth grade students will serve as leaders and

mentors to seventh grade students. Schools with positive climates — where students and staff feel a sense of "belonging competence, and autonomy" — have higher standardized test scores than schools with neutral or negative school climates (Adams). For historically marginalized students, the effects of a positive school culture are even more profound, as "providing a safe, developmentally supportive school" can help mitigate risk factors such as sexism, racism, or poverty (Adams).

In order to properly prepare for high school, college, and career, students must have access to high-quality middle school programs. MGAL's Lower School program will not only prepare students for a more rigorous Upper School program, but also ensure that students are ready to succeed in their post-graduate goals.

The MGAL Upper School Program: Serving Grades 9-12

MGAL's Upper School programs will serve students in grades 9-12. MGAL's Upper School curriculum program will be rigorous in preparing students to succeed in college and beyond.

MGAL's Upper School program will specifically focus on providing support to students throughout the college application process, which typically begins in the eleventh grade year. The eleventh grade year is the most important academic year for students who want to apply to a four-year college or university (Nantwi). College and university admissions personnel expect that eleventh graders are "consistent academic performers and are working hard on their interests and curiosities" (Shumsky). The eleventh grade academic year is also academically difficult, it is typically the year when students take the most college- or university-aligned courses. Additionally, as students will apply to college in the beginning of their twelfth grade year, experts advise that "serious college research should begin no later than the first day of eleventh grade" (Wulik). Eleventh grade students must have the opportunities to explore their interests and passions while simultaneously thinking about their future plans, and researching the continuing education opportunities that come next, including four-year college or university.

MGAL's Upper School program is specifically designed to be academically rigorous, to ensure that students are prepared for four-year college and beyond, and supportive. MGAL's community design team has used research on developmentally appropriate programming to create an academic and socioemotional program that supports the unique needs of tenth, eleventh and twelfth grade students, as they navigate increasingly rigorous academics while also juggling the college application process.

MGAL's Recruitment Strategy: Finding the Students Who Need Us

Like Sonoma County, Petaluma is a community deeply affected by social inequality: historically marginalized students, especially BIPOC students, are more likely than white students to be chronically absent or suspended, less likely than their white counterparts to graduate, and less likely to be prepared for college or university. MGAL is dedicated to closing the opportunity gap for BIPOC students and other historically marginalized groups in Sonoma County.

MGAL is designed to serve historically marginalized students, students with marginalized genders, girl-identifying students, BIPOC students, and LGBTQIA+ students in the Sonoma County community. Through an active recruitment process involving community stakeholders, MGAL will build an intentionally diverse class of students from different areas throughout Sonoma County, specifically targeting historically marginalized students and areas of highly concentrated poverty: Roseland, Russian River, and Boyes Hot Springs areas.

MGAL is founded *by* members of the Sonoma County community *for* Sonoma County's students, and we are deeply committed to partnering with local organizations to actively recruit historically marginalized students, especially girls and other students with marginalized genders, BIPOC, and LGBTQIA+ youth. The Community Design Team has actively created relationships with local service providers in the Sonoma County community to assist us with recruitment and engagement of students from different parts of Sonoma County. MGAL will use the following community engagement and recruitment methods to engage historically marginalized students and their families:

Table 3.1 MGAL's Community Recruitment and Engagement Strategy

Visual Advertisements	Posters, fliers, brochures given to individuals accessing our partner's services
Information Nights	Held in partnership with our partner organizations (see Table 3.2), these English and Spanish events will give students and families opportunities to learn more about the Charter School at organizations they already frequent
Social Media and Email Marketing	Our partners will push out information about MGAL on their various social media channels (e.g., Facebook, Instagram, Twitter, etc.) as well as through email newsletters
Direct Referral	MGAL will work closely with key individuals at our partner organizations to identify youth that would be a good fit for our program. Service providers will be able to refer students to MGAL's enrollment team for follow-up information about applying and support throughout the process.

Through strategic partnerships with local community organizations that already serve historically marginalized students, we will be able to identify students with historically marginalized identities who are interested in attending MGAL, and work with their families to submit an application for admission to the Charter School. Below is a snapshot of our youth service providers in Sonoma County that the MGAL team will work with directly to recruit historically marginalized students, especially girls and people with marginalized genders, BIPOC, and LGBTQIA+ students.

Table 3.2 MGAL's Strategic Partners for the Recruitment of Historically Marginalized Students

Program/Service Provider	Who They Serve	Location in Sonoma County
MentorMe Petaluma and MentorMe Sonoma County	Economically disadvantaged students in local school districts	Chapters in all 183 Sonoma County public schools
Boys and Girls Club of Sonoma- Marin	Sonoma County youth, specifically economically disadvantaged youth	Locations in 40 areas throughout Sonoma County, specifically Roseland, Russian River and Boyes Hot Springs (High Need Areas)
Chop's Teen Club	Economically disadvantaged students in grades 7-12	Santa Rosa
Girl Scouts of Northern California	Girls	Serves 35,000+ girls across Sonoma County.
Girls on the Run Sonoma County	Girls in grades 3-8	Serves girls in areas all across Sonoma County, especially Boyes Hot Springs
Sonoma County YMCA	Economically disadvantaged youth in grades K-12	Santa Rosa
Social Advocates for Youth (SAY)	Homeless and foster youth	Santa Rosa
Teen Services Sonoma: Operation Bicycle	BIPOC students, economically disadvantaged students	Boyes Hot Springs
Sebastopol Teen Club	Economically disadvantaged students, girls and girls, BIPOC students	Sebastopol
Girls Leading Girls	Girls, gender expansive youth, gender non-conforming youth, gender queer youth	Locations throughout Sonoma County- specifically Petaluma, Boyes Hot Springs and Guerneville
Verity Rape Crisis Center	Girls, victims of sexual assault and violence	Petaluma
La Luz Center	Latinx students, immigrants and refugee youth	Boyes Hot Springs/Sonoma
Redwood Empire Food	Economically disadvantaged	Locations throughout Sonoma

Bank	students and their families	County: specifically, Boyes Hot Springs, Roseland and the Russian River Area
United Way of Sonoma County	Economically disadvantaged students and their families	Locations throughout Sonoma County: specifically, Boyes Hot Springs, Roseland and the Russian River Area
Community Action Partnership of Sonoma County	Economically disadvantaged students and their families, BIPOC students and LGBTQIA+ students	Santa Rosa
LGBTQ+ Connection	LGBTQIA+ students and their families	Sonoma, Calistoga, Santa Rosa
Sonoma County Indian Public Health Project	Indigenous and Native American families and their students	Santa Rosa, Larkfield-WikiUp
Redwood Community Health Coalition	Economically disadvantaged students and their families	Petaluma, Sonoma
Committee on the Shelterless	Economically disadvantaged students, housing insecure students	Petaluma
Crossing the Jordan Foundation	People with marginalized genders	Santa Rosa

Additionally, MGAL has a Community Advisory Council, composed of members of the Sonoma County community, whose role is to assist with the recruitment of students with historically marginalized identities from all areas of the County. MGAL is still working to recruit other members of the Community Advisory Council to ensure that all areas of Sonoma County are represented: we are actively recruiting CAC members from high-need areas in the Sonoma County community, including: Boyes Hot Springs, Roseland, and the Russian River area.

Every MGAL Community Advisory Council member will spearhead recruitment efforts in their own areas of Sonoma County, working with MGAL's local community partners and service providers to facilitate recruitment efforts in their branch of the Sonoma County community. Through their deep connections to the community, CAC members will be able to easily assist in facilitating the admissions process throughout the Petaluma and Sonoma County communities.

Table 3.3 MGAL Community Advisory Council Members and Representative Locations

Name of Community Advisory Council Member	**Sonoma County Location They Represent**
Joyce Galindo	Petaluma
Toni Sprouse	Cotati-Rohnert Park
Tanya Bruno	Healdsburg
Lyndsey Burcina	Santa Rosa
Chad Ziebelman	Petaluma
Megan Kelly	Petaluma

Striving for Equity in Our Recruitment and Enrollment

The three largest barriers for economically disadvantaged families in the charter school application and enrollment process are: (1) Transportation, (2) Information, and (3) Inequitable Enrollment Processes. MGAL's goal is to streamline our enrollment process, so any interested student is able to apply easily.

1. Transportation

Transportation, especially in rural areas, is often a barrier to student enrollment at public charter schools. A family cannot choose a charter school "if their children cannot get there." MGAL's goal is to enroll a diverse group of students from throughout Sonoma County, and this can only be done through free and adequate transportation services for students to our school campus, both for initial visits to the Charter School, as well as daily transportation for students to come to school.

During the MGAL enrollment season, we will provide free transportation for students and families via vans from specific areas of Sonoma County: Boyes Hot Springs, Russian River, Roseland, and other high-need areas, to ensure that any family that is interested in visiting the Charter School is able to do so. Working with our partner organizations, we will advertise free transportation for school visits, and organize groups to come and visit our site.

MGAL will also work to ensure that any student who needs transportation to our school site throughout the academic year is able to access it, free of charge. This includes providing bus and train passes for students who choose to take Sonoma County public transportation from locations such as Roseland, as well as chartering private buses and vans for students in more rural areas who do not have easy access to public transportation, such as the Guerneville and Russian River areas. Through working directly with our families and figuring out their needs, and through targeted fundraising for transportation costs, MGAL will ensure that any student interested in attending our school is able to do so.

2. Information

Navigating the school choice process can be difficult, especially for parents who have less experience with public charter schools. Understanding the processes and procedures for charter school enrollment can be especially difficult for "certain groups of families, including those who are new to the area, do not speak English, are not tapped into social networks with rich information about schools, or do not know where to find formal information." Information barriers can result in students not attending schools that are the best fit for them, resulting in low-quality education and less success in life, or even dropping out.

MGAL will work to create strong information networks about our school, our pedagogy and curriculum, and how to enroll. All information presented to the Sonoma County community will be given in both English and Spanish; all enrollment materials, information sessions, fliers and advertisements will also be translated into Spanish and any other necessary languages. Additionally, MGAL will work to accommodate other communities, such as the deaf community, through a sign language translator present at all of our information sessions and events.

MGAL will share our English and Spanish information in three ways: (1) through our trusted local partner organizations, who already have strong relationships with the communities that we want to serve; (2) through local trusted news sources, such as Sonoma County radio stations: KSVY, KBBF, KSRO and Spanish-speakers KSRO and local newspapers like the Sonoma Index Tribune, the Sonoma Sun, The Press Democrat, The Petaluma Argus-Courier, El Sol and La Voz; and (3) through our own website and social media channels that we will use strategically to advertise to our audience of followers. MGAL's Foundation Team, Advisory Body, Community Advisory Council members, and Community Design Team will also work to disseminate information through our own personal networks, using our deep connections within the community to reach as many people as possible. MGAL was designed by community members, as a community-based school, and we are dedicated to using our own relationships within the Sonoma County community to share information about the school, and get others involved.

3. Inequitable Enrollment Processes

Inequitable, confusing, or highly regulated enrollment processes can make it more onerous for families to apply to charter schools, thus reducing the number of applications from students and families that may benefit from the program.

MGAL will strive to use an enrollment process that facilitates equity, ensuring that all students who are interested can apply, particularly students with historically marginalized identities, including girls and other people with marginalized genders, BIPOC, and LGBTQIA+ students. MGAL's enrollment process is based on the highly successful and equitable process at High Tech High. High Tech High's enrollment "application" is available in both English and Spanish, requires no essays or written submissions, and can be submitted via computer or telephone. The person submitting the application can choose whether to receive updates and information via email, phone call, or text message, and the entire application process takes about 15 minutes.

MGAL's Admission Process: Striving for Equity to Serve Historically Marginalized Students

MGAL's admission process will be streamlined, without essays or written responses, to ensure that as many students are easily able to apply for admission as possible. Questions will be available

in English and Spanish and will be completed by checking a box. Students and families will be able to apply via smartphone, computer web browser, or paper application available at the Charter School. MGAL's admissions website will be made available via QR code, so students and families can readily access it.

To be admitted to MGAL, students and parents will not be required to write essays, nor to submit grades, transcripts, or letters of recommendation. Our streamlined admission process will ensure that as many families as possible from Petaluma and Sonoma County have access to enrolling at our school.

Table 3.4 MGAL's First Five Operational Years Enrollment Projections

Academic Year	Grade Levels Served	Projected Student Enrollment	Projected # of Students per Classroom
Operational Year 1: 2022-23	7th, 9th	7th Grade -60 9th Grade-100 **Total: 160 Students**	7th Grade -30 9th Grade-25
Operational Year 2: 2023-24	7th, 8th, 10th We will not enroll a ninth-grade class this year as our school continues to grow.	7th Grade- 100 8th Grade- 60 10th Grade-100 **Total: 260 Students**	7th Grade-25 8th Grade-30 10th grade- 25
Operational Year 3: 2024-25	7th, 8th, 9th, 11th	7th Grade- 100 8th Grade- 100 9th Grade- 100 11th Grade- 100 **Total: 400 Students**	7th Grade-25 8th Grade-25 9th Grade- 25 11th Grade-25
Operational Year 4: 2025-2026	7th, 8th, 9th, 10th, 12th	7th Grade- 100 8th Grade- 100 9th Grade- 100 10th Grade-100 12th Grade- 100 **Total: 500 students**	7th Grade-25 8th Grade-25 9th Grade- 25 10th Grade- 25 12th Grade-25
Operational Year 5: 2026-2027	7th, 8th, 9th, 10th, 11th, 12th	7th Grade-100 8th Grade-100 9th Grade- 100 10th Grade- 100 11th Grade-100	7th Grade-25 8th Grade-25 9th Grade- 25 10th Grade- 25 11th Grade-25

		12th Grade-100 **Total: 600 students**	12th Grade-25

Starting Small: Operational Year 1
MGAL intends to start with a small number of students and carefully grow our student body to a full 600 students, anticipating 100 students per grade level at full capacity. To craft a strong institutional culture, we want to serve a smaller student body in the 2022-2023 academic year. MGAL will start by enrolling 60 seventh grade students and 100 ninth grade students in the first year. By our fifth operational year, the 2025-2026 academic year, we will be at full enrollment of 600 students across grades 7-12. The enrollment figures above are projections only; the MGAL leadership team will work with Petaluma City Schools to create an enrollment configuration that is both achievable and realistic.

Magnolia Global Academy for Leaders will also operate on a small class model, with a proposed average class size of 25-30 students. The average class size for California public middle school teachers in departmentalized instruction is 30.7 students; the average class size for California public high school teachers in departmentalized instruction is 30.0 ("What are the Advantages of Small Class Sizes?").

Smaller class sizes give teachers more flexibility to "tailor instruction to meet the needs of individual students," so students are able to learn more deeply ("4 Advantages of Small Schools").

Additionally, as a small school model, MGAL will be focused on community and relationship building. Research into the efficacy of small schools notes that students in small school environments outperform their peers in medium or large schools (Wasley). Students enrolled in small schools are more likely to "develop strong relationships with their peers and their teachers" within an environment where "they are known and appreciated as a whole person, not just a student" ("What are the Advantages of Small Class Sizes?"). Small schools also foster "values of care and respect" for the community, and students at small institutions are more likely to model a critical and engaged citizenship" than students at medium or large schools (Wasley).

Projected Demographics of our Target Student Population

MGAL is dedicated to serving students with historically marginalized identities: people with marginalized genders, BIPOC students, LGBTQIA+ students, economically disadvantaged students, and homeless and foster youth.

Table 3.6 Petaluma City Schools Racial & Ethnic Student Demographics

% Black or African American	% Latino or Hispanic	% Asian, Native Hawaiian, or Pacific Islander	% American Indian, Native American, Or Alaskan Native	% White	% Multiple or other race, ethnicity, or origin
2%	30%	2%	1%	62%	3%

Table 3.7 All Sonoma County Public Schools Racial & Ethnic Student Demographics

% Black or African American	% Latino or Hispanic	% Asian, Native Hawaiian, or Pacific Islander	% American Indian, Native American, Or Alaskan Native	% White	% Multiple or other race, ethnicity, or origin
2%	46%	4%	1%	42%	4%

BIPOC students in Petaluma specifically, and in Sonoma County as a whole, are less likely than their white counterparts to graduate from secondary school. A 2019 report from the Sonoma County Office of Education found that in 2019, 85% of white students graduate from high school, while only 79% of Hispanic/Latino students graduate from high school (Herrington). Additionally, the Sonoma County high school graduation rate for all students lags behind the statewide average, 82% of students in Sonoma County graduate from high school, compared to 84.5% of students across the state of California (Herrington). Magnolia Global Academy for Leaders will serve to close the graduation rates for BIPOC students through strong, culturally sustaining academic programs.

Magnolia Global Academy for Leaders will strive to serve a higher proportion of students of color than the comprehensive middle and high school programs in Petaluma City Schools District. In an area with an increasingly diverse public school population, Magnolia Global Academy for Leaders will be a "diverse by design" charter school and the first intentionally diverse charter school in Sonoma County. Through dedicated, targeted recruitment of historically marginalized students and a carefully designed program built from the ground up for equity, we will enroll and retain an intentionally diverse class made up of students from throughout Sonoma County.

Intentionally diverse schools are beneficial for all students, regardless of their race or ethnicity, both academically and socially. Diverse by design charter schools have demonstrated success in academic outcomes, with "five decades of research suggest that racial and socioeconomic integration is one of the best design principles for creating successful schools" (Potter). Students of all races and ethnic backgrounds that attend diverse by design charter schools "have higher average test scores and graduation rates" than peers of similar backgrounds attending schools with "higher concentrated poverty" (Potter). The experience of learning in "integrated classrooms alongside peers with different experiences, perspectives and abilities helps to reduce racial bias, and increase creativity, motivation, deeper learning, critical thinking and problem-solving skills" (Potter). Additionally, students who attend racially diverse high schools were "more likely to live in diverse neighborhoods five years after graduation" (Potter).

4. Meeting the Needs of our Target Population

Serving Students with Marginalized Identities

Implementing a Project-Based Learning Pedagogy & College for All Strategy

Project-based learning "is a teaching method in which students learn by actively engaging in real world and personally meaningful projects." Students grapple with "authentic, engaging and complex problems or challenges," and they work together to solve problems. Students work on a

project over an extended period of time, "from a week up to a semester," and demonstrate their "knowledge and skills by creating a public product or presentation for a live audience." Project-based learning pedagogy uses the project as the unit, where the project is the "vehicle for teaching the important knowledge and skills students need to learn." The project itself contains and frames "curriculum and instruction."

Figure 4.1 Buck Institute of Education Gold Standard Project-Based Learning Flowchart

Research on the benefits of project-based learning demonstrates that project-based learning schools in high-poverty communities can "produce statistically significant gains in social studies and informational reading" (PBL Works, "What is PBL?"). Project-based learning was demonstrably more effective than traditional teaching in high-poverty schools, especially in "high poverty, low-performing school districts" (PBL Works, "What is PBL?"). MGAL's lead designers have extensive experience as teachers and administrators in project-based learning institutions. The Charter School's pedagogy and curriculum will emphasize academic rigor and college readiness, students will demonstrate competency in Math and ELA through a skills-based curriculum and competency testing.

In addition, Magnolia Global Academy for Leaders will be a "college for all" institution, where every student will graduate having completed the A-G requirements necessary to apply to a CSU or UC, or private college or university. MGAL's "college for all" initiative is not designed to make all students to go to college, but rather, to give all students the opportunity to meet the necessary requirements to apply to a four-year college or university. MGAL's college going culture will ensure that all students are able to access higher education should they so choose. Additionally, through our commitment to college for all, Magnolia Global Academy for Leaders will work to

ensure that all of our students are able to access high-quality, rigorous, college-preparatory academics, and a college advisor who is able to support them throughout the process. When implemented successfully, project-based learning yields strong results in preparing students for college: "94% of students at wall-to-wall project-based learning high schools graduate from high school, and 83% persist in college" ("Research: New Tech School Model Efficacy and Effectiveness").

MGAL's college advisors will also support students interested in pursuing opportunities other than four year college or university, such as community college, trade school or an apprenticeship, a gap year, or direct employment. College advisors will be trained to assist students in community college applications and course registration, assisting students with job, gap year, or apprenticeship applications. MGAL's culture of inclusion will ensure that all students post high school plans will be supported and celebrated.

Magnolia Global Academy for Leaders' "college for all" initiative will promote college awareness as early as seventh grade, and support all of our students throughout the college admissions and acceptance process. Research demonstrates that college preparatory programs and college awareness programs are "successful at increasing outcome measures related to academics, behavior and attendance" (Kroboth). Additionally, the importance of starting with college awareness in middle school cannot be overstated, as "the choices students make in the eighth grade could affect their college going goals" (Kroboth). College access programs also have the added benefits of establishing a "college-going culture within the community," so all students hear the message that "everyone is expected to plan for their future beyond high school, and to consider college as an option" (Kroboth). MGAL's "college for all" initiative will ensure that all of our students will be prepared to not only apply to and be accepted into a college that they can afford, but also one to graduate from.

A Culturally Sustaining Curriculum for Historically Marginalized Students

Magnolia Global Academy for Leaders will have an explicitly progressive curriculum that focuses on serving the needs of historically marginalized students. Through a culturally sustaining pedagogy, a pedagogy that focuses on "sustaining the cultural ways of being for communities of color," MGAL students will see their lived experiences reflected in the classroom. MGAL will implement a culturally sustaining pedagogy with the expertise of the Sonoma County community and our consultants, Dr. Mariana Martinez, the Director of the College Assistance Migrant Program at Mendocino College and Dr. Daniela Dominguez, the founder of On the Margins Consulting. Through a resource- or asset-based approach, MGAL students will "have access to dominant (white/male) practices while sustaining home and community practices." MGAL students will have the "resources to honor, explore and extend" the home and community culture within the school community.

Figure 4.2 Asset-Based Approaches to Culturally Sustaining Education Flow Chart

Some of the initial ways that MGAL will create a culturally sustaining curriculum are through:

1. **Non-Traditional Texts:** Through non-traditional texts beyond the Western canon of literature, students will have the opportunity to read about their home cultures, as well as about cultures that may be different from theirs. Similarly, MGAL will move away from mere text and will incorporate videos, blog posts, memes, podcasts, Tiktok, and other mediums, to ensure that all students are able to participate in the ways that are the most accessible for them.

2. **Exploring and Modeling Meshing Languages:** MGAL will not require traditional, standard English in the classroom**.** Faculty and administrators will have the opportunity to "mesh and blend" the languages that our students speak into our school community. This can help students think critically about the complex power dynamics surrounding language use and can help create a school culture where inclusion is paramount.

3. **Encouraging students to explore alternative cultural affiliations:** MGAL faculty and students will spend time exploring all areas of the Sonoma County community together, specifically the areas where our students live and have grown up, where they are "cultural insiders." This will allow MGAL faculty to have a more intimate understanding of our students' experience in Sonoma County, give our students the opportunity to share their community with us, and help us all figure out how best to incorporate student culture into our school community.

4. **Home Visits:** All MGAL administrators and faculty members will have the opportunity to participate in visits to students' homes to meet their families and communities and learn

how the Charter School can support the student and family. Home visits give educators the opportunity to establish "strong, positive communication" between families and students. Home visits "offer a perspective on each individual family's struggles." All students will have a home visit during their first few years at MGAL.

Culturally sustaining pedagogies "address student achievement but also help students to accept and affirm their cultural identity." MGAL's culturally sustaining pedagogy will also empower students to "challenge inequities that institutions perpetuate," and it will create a school culture where students feel a personal responsibility to work towards a more equitable Sonoma County and world. Without a specific, targeted implementation of a culturally sustaining curriculum, all students will not learn about the substantive lives and contributions of historically marginalized populations. A culturally sustaining pedagogy will ensure that all marginalized groups are able to see themselves represented within their academic learning.

Currently, all marginalized groups—notably people with marginalized genders, BIPOC, and LGBTQIA+ individuals—are underrepresented in academic curricula throughout the United States. There is a "historic and continued underrepresentation of BIPOC" in STEAM and other academic curricula throughout the United States (Weingarten). Very few states have laws that mandate that public schools teach Black history and dedicated Black history courses are only taught in a "small number of states, including Arkansas, Florida, Illinois, Mississippi and New York" (Miller). Across public schools in the United States, students learn about "African American heritage starting with the enslavement in the U.S. Colonies"' which fundamentally "erased the identity of the enslaved and treated them as property" (Miller). The American education system has minimized Black history, which means that "many Americans are taught little about the history of system racism, and the many contributions of Black people to America's economy and democratic systems" (Miller). Additionally, the current Black history curricula have been "sanitized," leading instructors to focus only on brief instances of Black history. Throughout the United States, curriculum about the Civil Rights Movement, "expectations about what students learn and teachers routinely ignored or oversimplified the struggle for African American Civil Rights" (Southern Poverty Law Center's Teaching Tolerance Program). Also, states that are "farther away from the South"' that have "smaller African American populations" have lower curriculum expectations about Black history and the Civil Rights Movement (Southern Poverty Law Center's Teaching Tolerance Program).

A 2014 study from the Southern Poverty Law Center graded California a "B" in its state standards related to teaching the Civil Rights Movement. The report stated that while California public schools "did demonstrate a commitment to teaching students" about the Civil Rights movement, schools needed to better "ensure that students had a clear understanding of the Civil Rights Movement" ("Teaching the Movement 2014"). Additionally, California's Black history state standards and resources were "clear but limited." ("Teaching the Movement 2014").

Similarly, the history of other marginalized communities, especially, "Latinx, Indigenous and Asian American communities" has been fundamentally "overlooked in history books" (Pai). The rare mention of Asian American history in public schools is typically limited to the "The Chinese Exclusion Act in 1882" as well as the "Japanese incarceration during World War II" (Lin).

Likewise, “Hispanics [members of the Latinx community] have traditionally been left out of the mainstream curriculum” (Kennedy Manzo).

The inclusion of the contributions and histories of marginalized groups will benefit all students. Recognizing this, in March 2021, the California State Board of Education approved “guidance to assist local high schools in developing ethnic studies courses” (Weeks). The guidance from the state of California is “aimed at empowering students by illuminating the often-untold struggles and contributions of Native Americans, African Americans, Latinx Americans and Asian Americans in California” (Weeks). While this guidance from the State of California is helpful, it is not a mandate. As of Summer 2021, California public high schools have no legal mandate to teach ethnic studies courses to their students. Currently, ethnic studies courses are not required for graduation from any public middle or high school in Sonoma County.

Magnolia Global Academy for Leaders is dedicated to ensuring that Black history, Indigenous history, and the history of other BIPOC groups—including Asian Americans and Latinx Americans—is taught in its full scope to all of our students. When all students study BIPOC history, they study the history of the United States, our economy, democracy, and systems. Magnolia Global Academy for Leaders will be the first school in Sonoma County with an explicit commitment to teaching the history and contributions of BIPOC individuals.

Similarly, the history of people with marginalized genders in academic classes is vastly “underrepresented,” and with the adaptation of the Common Core State Standards (“CCSS”), “resulted in closing down spaces for women’s history in high-school curriculum” (Fensterwald). Due to the CCSS’ focus on math and literacy, female representation in academic curriculum has “halted, if not eroded entirely” (Fensterwald). As states and districts make important decisions about their curriculum models, females “can be automatically excluded because traditional history education has politicized stories about institutions, industries and systems where females haven’t historically held power” (Fensterwald). Girls and other people with marginalized genders can go through the entirety of their elementary and high school education without learning about the history or contributions of people who look like them, and have similar lived experiences to them. A focus on the history of people with marginalized genders will help people of all genders understand the “early and foundational attitudes towards women, and how they’ve guided policymaking ever since” (Fensterwald). The addition of the history of females in curriculum is not about “castigating men or prioritizing one gender over another,” but giving students the opportunity to understand “how power is distributed in our society” and what can be done to give people of all genders equal power and opportunities (Fensterwald). There are currently very few women’s studies courses offered in Sonoma County public schools; and if they are present, they are elective courses, not graduation requirements. Currently, no Sonoma County public middle or high school requires students to take a women’s studies or other marginalized genders course in order to graduate.

LGBTQIA+ individuals also rarely see themselves, and their lived experiences, reflected in their academic curriculum. Educators can promote safer, more inclusive school environments for LGBTQIA+ students through curriculums that “avoid bias and include positive representations of lesbian, gay, bisexual, transgender and queer (LGBTQIA+) people, history and events” (“Developing LGBTQ-Inclusive Classroom Resources”). Schools with more inclusive

LGBTQIA+ curriculums have "less hostile environments"" and students demonstrate "increased feelings of connectedness to the school community" ("Developing LGBTQ-Inclusive Classroom Resources"). Additionally, LGBTQIA+ inclusive curriculums are beneficial for all students, as they promote diversity, and teach students about the "myriad of identities in their communities" ("Developing LGBTQ-Inclusive Classroom Resources"). Teaching an LGBTQIA+ inclusive curriculum involves "discussing gender and sexuality as a whole" that will ultimately "help students better understand themselves and each other" ("Teaching Tolerance). Currently, no Sonoma County public middle or high school requires students to take a queer studies course in order to graduate.

A culturally sustaining curriculum that reflects the marginalized identities of members of the Sonoma County community will benefit all of our students. Culturally sustaining pedagogies have been demonstrated to boost student achievement as, "recent research suggests that students that see examples of people who look like them in curricula tend to perform better academically" ("Teaching Tolerance"). Additionally, culturally sustaining pedagogies have been found to be "an essential mindset and tool for increasing student engagement and learning" (Ferlazzo, "Response"). Culturally sustaining pedagogies can have "major causal effects on outcomes for at-risk minority students." Culturally sustaining pedagogies that "directly reflect issues tied to race" give all students, regardless of their race or ethnicity, the "opportunity to dig deeper into the multiplicity of the American experience" (Kim). A culturally sustaining pedagogy will ensure that all students at Magnolia Global Academy for Leaders see themselves, their culture, and their lived experiences reflected in the curriculum, which will translate into higher engagement, greater interest in learning, and a stronger, more inclusive school community. All MGAL students will be required to take Ethnic Studies, Marginalized Genders, and Queer Studies classes to receive a high school diploma. Additionally, we will work to embed the unique lived experiences of historically marginalized students into all of our classes and activities.

A Whole Child, Whole Community School Model

The needs of historically marginalized students in Sonoma County are pressing and complicated. Historically marginalized groups in Sonoma County, especially BIPOC students, are in need of academic programs that are culturally sustaining and that attend to their non-academic needs as well as their academic needs. Through a "whole child, whole community approach," Magnolia Global Academy for Leaders will ensure that historically marginalized students are supported not just by the Charter School but by the entire community. Deep community involvement in the planning and execution of the institution, as well as strategic community partnerships, will allow Magnolia Global Academy for Leaders to ensure that the Petaluma and larger Sonoma County community is supporting its most marginalized students.

Magnolia Global Academy for Leaders will practice the "whole child, whole community" approach through community responsiveness. Magnolia Global Academy for Leaders is focused on cultivating deep, meaningful relationships with students, families, and community stakeholders to ensure that our students are wholly supported and loved both in school and beyond.

- **Our recruitment and hiring strategies will primarily seek candidates that are representative of the students with marginalized identities that we are serving.** We

will engage with Petaluma City Schools District and Sonoma County educators who deeply understand the lived experiences of students in the area. As a school that is deeply tied to the Sonoma County community, we will ensure that our faculty and staff are local, and aware of the most pressing needs facing our students and their families.

- **We will cultivate a Whole Child approach to education and ensure that the academic, social and psychological needs of all of our students are met.** Magnolia Global Academy for Leaders will seek to create the first fully inclusive, progressive school in Petaluma and Sonoma County that serves the needs of historically marginalized students: people with marginalized genders (including females, transgender, nonbinary, agender, and bigender individuals), BIPOC, and LGBTQIA+ students. MGAL will serve the Whole Child through providing academic, social and psychological support to all students.

- **Students will engage in rigorous, hands-on experiential learning through project-based learning, and a competency-based curriculum.** Additionally, through **a looping model,** students and families get to work with the same educational advisors and teachers over multiple years, ensuring that strong relationships are built, and that students receive mentoring by caring, committed adults. MGAL students will loop in the 7th and 8th grade, and again in 9th and 10th grade.

- **Through our "Whole Community Approach," we will form key strategic partnerships with local Petaluma and Sonoma County organizations to ensure that our students' physical, academic, social, and psychological needs are met.** We will work with other community-based organizations to ensure that we are connecting our students and families to all local support services available to assist them. Through strong relationships with other local organizations, we will be able to ensure that the most basic needs of our students and families are met. These relationships will create a community where the needs of students are not just a responsibility of the family or the Charter School, but the entire Sonoma County community.

- **Through our "Whole Community Approach," we will serve students from all over Sonoma County.** MGAL's goal is to be an intentionally diverse charter school program that enrolls students from all areas of Sonoma County and the North Bay Area. Through our focus on the whole Sonoma County community, we will bring students from surrounding areas into PCSD.

Research demonstrates that there are a clear set of school and classroom-based practices that are consistently effective in serving high-need, historically marginalized groups. Our hiring, teacher training programs, and "Whole Child, Whole Community" approach are attentive to these skills. Additionally, our founding team consists of local educators with deep ties to the Sonoma County community that are practitioners of inclusive, progressive education, and have been trained at High Tech High and New Tech Network, two project-based learning models that Magnolia Global Academy for Leaders is modeled on. Magnolia Global Academy for Leaders will act as a model for progressive, inclusive, project-based learning education. As described in the section detailing the MGAL Foundation's Founding Board of Directors, Advisory Body, Community Advisory Council, and Design Team, our founding team has a strong track record of successful development

in Sonoma County and other Northern California communities. Additionally, as a dependent charter school model, MGAL is dedicated to working with the PCSD team to assist the District in meeting its goals.

Figure 4.3 2020-2021 PCSD Goals

Petaluma City Schools will have a strong local, state, and national reputation as a district where:

- All students reach high levels of achievement in a rigorous and relevant curriculum.
- All students graduate prepared for success in work, advanced study, and in the community.
- Students learn in a caring and safe environment where they are motivated to do their best work.
- Diversity is seen as an asset that strengthens and enriches our learning community.
- Parents and caregivers are recognized and engaged as partners.
- The community supports the educational program and is engaged as a resource for learning and expanded student experiences.
- All district employees are dedicated to student success and operate as a high-performing team sharing resources, knowledge, and skills toward common goals.
- Shared decision making is valued with active participation from all stakeholders.

MGAL's Community Design team has taken the District-wide goals into account as we create the policies and procedures for our Charter School and have come up with ways to support both MGAL students and students in other PCSD schools, especially the middle and high schools. As a community-based institution, MGAL would like to work closely with other schools and school leaders in PCSD to meet the community-wide goals of ensuring that every child achieves at a high level and graduates from high school prepared for success.

Table 4.1 MGAL's Strategic Partners for the Recruitment of Historically Marginalized Students

Petaluma City Schools District-Wide Goal	**How MGAL Will Meet This Goal Internally**	**How MGAL Will Help PCSD Meet This goal Throughout the District**
All students reach high levels of achievement in a rigorous and relevant curriculum.	1. A rigorous, college-preparatory project-based learning curriculum that is focused on preparing students for the twenty first century workplace 2. Required Ethnic, Marginalized Genders and Queer studies courses for all students	MGAL will serve as a model of high-quality project-based learning and rigorous academics throughout the District and Sonoma County, and will provide opportunities for: 1. Administrator and teacher training in project-based learning 2. Administrator and teacher training in curating and teaching Ethnic Studies, Marginalized Genders, and Queer Studies programs
All students graduate	MGAL will have three required	MGAL will serve as a model

prepared for success in work, advanced study, and in the community	experiential programs for all students: internships, externships, and educational travel (domestic and international travel experiences) Additionally, MGAL's graduation requirements will align with the University of California's A-G requirements, meaning that every MGAL graduate will be eligible to apply to a CSU or UC	school for experiential learning in PCSD, and will be able to support other PCSD schools interested in: 1. Providing internships for eleventh grade students through community partners 2. Providing externship experiences for twelfth students 3. Creating an equitable travel program to ensure that students from all economic backgrounds can participate 4. Assisting other local high schools with aligning UC A-G requirements with local graduation requirements to ensure that every student can apply to a four-year college if they so choose
Students learn in a caring and safe environment where they are motivated to do their best work	MGAL will be a physically and emotionally safe space for historically marginalized students. Our progressive school policies are designed to ensure that the myriad identities of our students are respected and honored. MGAL's progressive curriculum program — including our Ethnic Studies, Marginalized Genders, and Queer Studies courses — have been carefully cultivated to ensure equity.	MGAL will serve as a model school in the District for creating a positive school climate and physically and emotionally safe space. MGAL will provide: 1. Training for PCS families and other community organizations and stakeholders about the importance of positive, safe and inclusive school communities and how parents and families can support that effort. 2. Training to PCS administrators and faculty about creating a positive, safe and inclusive school climate and community.

Diversity is seen as an asset that strengthens and enriches our learning community	MGAL is an equity project that is dedicated to celebrating and honoring the identities of our students through a curriculum program that focuses on gender equity and anti racism. Additionally, our focus on culturally sustaining curriculum and schoolwide programs will ensure that the diversity of our Sonoma County community is uplifted and celebrated.	MGAL will serve as a model school in the District for creating a positive school climate where diversity is celebrated. MGAL will provide: 1. Training for PCSD teachers and administrators on how to create and implement a curriculum that focuses on gender equity and anti-racism. 2. Training for PCSD families, community partners and stakeholders in how to celebrate the diversity of our County.
Parents and caregivers are recognized and encouraged as partners	MGAL's Family Team is a group of dedicated families that provide feedback, support and guidance to our Community Design Team. MGAL's Family Team will continue to provide support and advice on curriculum, pedagogy development, experiential learning programs and student and staff culture and policies.	MGAL will serve as a model school in the District for Family Engagement. MGAL will provide: 1. Training to administrators from other PCSD schools about how to create equitable Family Teams and create authentic family engagement events and programs. 2. A toolkit for assisting other schools in Sonoma County to create authentic family engagement programs.
The community supports the educational program and is engaged as a resource for learning and expanded community experiences	MGAL is a community-based institution, with every aspect of our program deeply rooted in the Petaluma and Sonoma County community. Through our experiential learning programs, MGAL will engage community partners such as local non-profit organizations, businesses, farms and industrial firms.	MGAL will serve as a model school in the District and Sonoma County for community engagement and resource generation. MGAL will provide: 1. A template for other schools to be able to engage in community partnership building 2. Access to contacts, networks and relationships for schools looking to build a network of community partners

Shared decision making is valued with active participation from stakeholders	MGAL is a "teacher-powered school" model, where families, teachers and community stakeholders have shared power in making decisions about all aspects of MGAL's program. Additionally, through working with Diversity, Equity, and Inclusion consultants, MGAL will work to create a decision-making structure that is not rooted in White Supremacy culture but is instead equitable and inclusive.	MGAL will serve as a model school in the District and Sonoma County in creating a flat management model, and working with local community stakeholders throughout the decision making process. MGAL will provide: 1. Training for PCSD administrators in how to create a flat management model, and how to create an inclusive school management culture.

The MGAL team intends to work closely with PCSD to align our goals with that of the District, and to find areas of synergy between our work and the work of other middle and high schools in the District and the larger Sonoma County community. MGAL's model will also help PCSD achieve "a strong local, state and national reputation." MGAL's goal is to provide high-quality, rigorous academic programs to an intentionally diverse array of students from throughout Sonoma County and the larger North Bay. We believe that our unique program will attract a wide range of students and families, bringing students into the Petaluma City Schools District from surrounding areas, such as Sonoma Valley (including Boyes Hot Springs), Santa Rosa (including the Roseland community), the Russian River (including Guerneville), Sebastopol, and Penngrove. The MGAL Foundation's Board of Directors, community design team, and Community Advisory Council represent a variety of different areas of Sonoma County, and we are dedicated to robust community outreach in all cities and towns in Sonoma County and throughout the North Bay.

MGAL's founders, including Advisory Body, the MGAL Foundation Board of Directors and its Community Advisors, are all deeply tied to the Sonoma County community, and have already developed relationships with key strategic community organizations that will provide for the basic needs for our students, as well as support our institution through a variety of different services..

5. What it Means to Be An Educated Person in the 21st Century

As an institution serving historically marginalized students in Sonoma County—which is rapidly evolving from an economy driven by agricultural, manufacturing, and industrial sectors into one that is more multifaceted—Magnolia Global Academy for Leaders recognizes the need for comprehensive, twenty-first century education for our students.

Currently Sonoma County's three main industries are agriculture, manufacturing, and hospitality ("Quick Facts: Sonoma County, California"). In response to the development of technology, and more recently in light of the COVID-19 pandemic, these industries have been forced to transform some of their age-old practices. This evolution has required countless hours and dollars retraining employees whose secondary and post-secondary education did not prepare them for the twenty-first century workforce. Additionally, Sonoma County's emerging sectors—such as craft

beverages, outdoor recreation, and specialty foods—show "promise for continued growth over the next few years" ("Geography, Demographics, and Socio-Economic Data"). These emerging sectors have the potential to radically transform Sonoma County's agriculture-focused economy into a more diversified economy, similar to other suburban parts of the Bay Area.

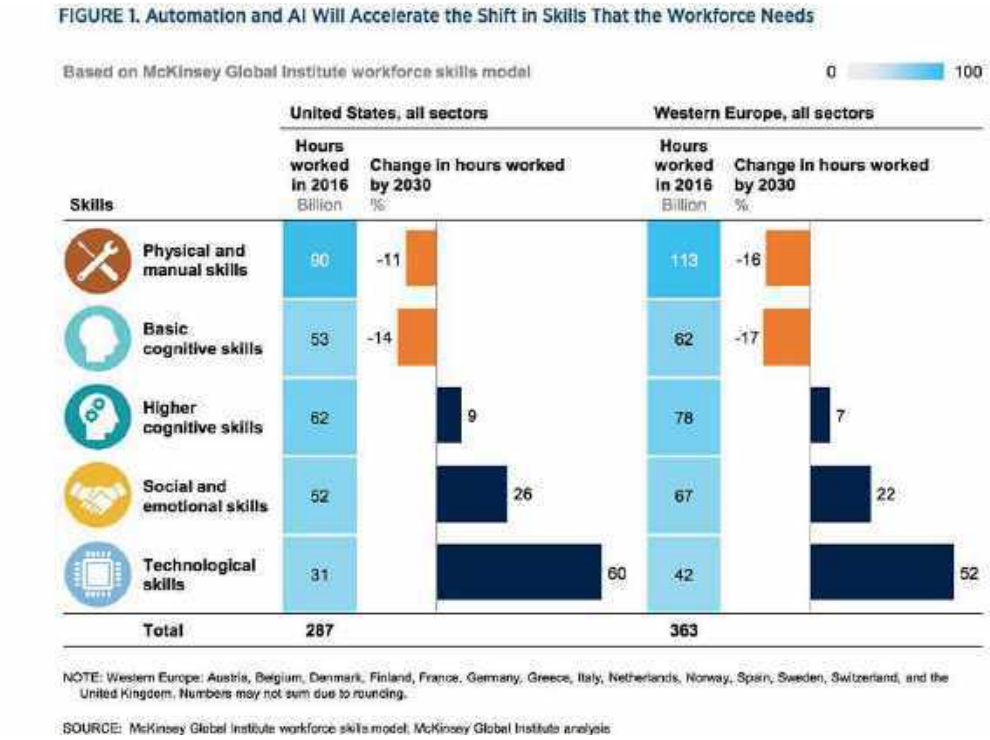
While this economic transformation is promising for Sonoma County, the current public schooling model does not adequately prepare students to become leaders in this new economy. Magnolia Global Academy for Leaders will prepare Sonoma County students to be leaders in a twenty-first century economy through (1) an experiential, hands-on project-based learning curriculum, (2) a technologically advanced educational program, and (3) a globalized school environment and travel requirement that allows students to experience the world outside of Sonoma County.

Project-Based Learning: Teaching the Skills of Tomorrow

Magnolia Global Academy for Leaders will be the first full project-based high school in Sonoma County, and the first school solely committed to cultivating leaders for the twenty-first century through experiential, globalized learning. Through a project-based learning instructional design, students will engage in authentic projects with real-world connections to ensure they are able to gain meaningful skills to succeed in college and beyond.

Magnolia Global Academy for Leaders will provide a new, innovative approach to education through project-based learning. To be successful in the twenty-first century, students need more than simple mastery of content and of basic skills. They need higher-order skills. Currently, "at least 60% of all occupations have at least 30% of activities that are technically automatable, based on currently demonstrated technologies" (Manyika). According to a McKinsey Company Global Institute Report, "by 2030 between 400 million and 800 million individuals could be displaced by automation," forcing them to find new jobs (Lake). These new jobs, which are hard to predict due to the ever-changing nature of technology, will require unique skill sets. The chart below depicts the shifts in skills that workers will need due to automation.

Figure 5.1 Skills Needed in the 21st Century Workforce Based on McKinsey Global Institute Workforce Model



As demonstrated by the graph above, the most sought-after skills will be higher cognitive skills, social emotional skills, and technological skills. Project-based learning actively pushes students to practice with and master these skills. Project-based learning challenges students to "gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex problem or challenge" (PBL Works, "What is PBL?"). Through its iterative designs, project-based learning requires students to use "critical thinking, problem solving and various forms of communication," effectively preparing them for the twenty-first century workforce, which will require much more of a focus on skills such as communication, entrepreneurship and critical thinking (PBL Works, "What is PBL?"). Additionally, project-based learning has been found to "foster lifelong learning" and assist students with "identifying interesting career paths" (Whitman). Other documented benefits of project-based learning and twenty-first century skills include:

- Students engaged in project-based learning "retain content longer and have a deeper understanding of what they are learning" (Penuel).

- Through project-based learning experiences, students "improve their ability to work collaboratively and resolve conflicts" (Hixson).

- In specific content areas, project-based learning has been shown to be "more effective than traditional methods for teaching math, economics, language, science, and other disciplines" (Beckett).

- On high-stakes tests, like the SAT or ACT, project-based learning "students perform as well or better than traditionally taught students" (Parker).

- Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations.

- When teachers use project-based learning, "they devote more class time to teaching 21st century skills; their students perform at least as well on standardized tests as students engaged in traditional instruction" (Finkelstein).

- In project-based classrooms students show "improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings" (Walker).

Through project-based learning, Magnolia Global Academy for Leaders will prepare students for a more technologically advanced twenty first century economy.

Adobe Creative Classrooms: MGAL Will Prepare Students for the Workforce

As automation increases, most professions will change, and "more people will have to work with technology" (Manyika). Technology, in all facets, will fundamentally alter the way we view work, and the ways that individuals support themselves. In the United States, "twenty to thirty percent of the working age population" is engaged in independent (self-employed) work using technology (Manyika). Additionally, the percentage of independent work that is conducted through digital platforms is "growing rapidly, driven by the scale, efficiency and ease of use" (Manyika). Technology in the workplace is here to stay, and students need to be supported in cultivating the skills to become literate in twenty-first century technology.

The Common Core State Standards for Technology demonstrate a need for classrooms that are fully integrated with technology. These Standards dictate that students must be able to perform "basic operations, including: word processing, spreadsheets, tables charts and graphs, mathematical applications and effectively use multimedia and presentation tools" ("Common Core State Standards K-12"). While important, these basic skills do not accurately capture the amount of technological advancement that students will need for the jobs and careers of the twenty-first century. As the workforce changes, students will not only need basic technological skills, but "emerging technology skills, such as data analytics, design thinking and artificial intelligence" ("Future Jobs Require Emerging Skills"). The World Economic Forum predicts that by 2022, 42% of jobs will require "emerging technology skills" ("Future Jobs Require Emerging Skills"). This number will only increase, and students will increasingly need more "creativity, critical thinking, resilience, flexibility, and complex problem solving" ("Future Jobs Require Emerging Skills").

Additionally, to prepare for the workforce of tomorrow, students will need to be fluent in transliteracy, which is "a fluidity of movement across a range of technologies, media and contexts" (Sector). Transliteracy "combines a range of capabilities required to move across a range of contexts, media, technologies and genres," and is underpinned by "literacy and numeracy"

(Sector). Without a strong background in transliteracy, students will be underprepared for success in the twenty-first century workforce.

To address these needs, MGAL will be an Adobe Creative campus, partnering with the global technology company Adobe, which is "committed to student outcomes and career-readiness through digital literacy." As an Adobe Creative Campus, MGAL students will:

- Use Adobe Creative Cloud, "a collection of 20+ desktop and mobile services for photography, design, video, web, and UX." In all of their courses, students will become fluent in digital design skills and applications.
- Learn persuasive and creative digital communication skills across all disciplines, through the Adobe Creative Cloud applications.
- Actively collaborate with students at other institutions, both locally and globally, through technology and digital communication programs.
- Gain the transliteracy skills necessary to succeed in college and career, and to be fully literate in the twenty-first century across a variety of different platforms.

Research demonstrates that students engaged in Adobe Creative Cloud across disciplines benefit from:

- Learning the skill of persuasive communication, allowing them to clearly express ideas in the classroom across a variety of different mediums, and showcase their personal brand to future employers.
- Higher engagement in courses across disciplines, as students are able to work on immersive projects, such as making podcasts, websites or documentaries
- Graduating from high school with the visual, audio, and animation skills that will "put them ahead in the modern workplace" — regardless of the discipline they are interested in or the career they will pursue.

Additionally, MGAL will collaborate with other Adobe Creative Campuses throughout California and the world, to connect our students and their work. MGAL students will have the opportunity to work on projects with students at other Creative Campuses.

Finally, MGAL will be a 1:1 technology school, where every student will be paired with an iPad and accompanying keyboard that is pre-programmed with Adobe Creative Cloud Software. Research demonstrates that 1:1 technology programs—where students are paired with a device and trained on how to use it—are beneficial to student learning.

Successful 1:1 technology programs rely "heavily on teachers for success" ("Adobe Creative Cloud"), making teacher training and professional development around the use of technology essential. MGAL's approach to 1:1 technology will involve extensive professional development for all faculty and staff members. Professional development at MGAL will involve the teacher community using its curriculum to "embed its big ideas, values and aspirations," including the value of technology and digital learning, into all aspects of our program ("Adobe Creative Cloud"). Lisa Gottfried, a lead designer on the community design team is an Adobe Master teacher, and a developer of Adobe curriculum for general education teachers throughout public schools in

California. Lisa also is a member of the Adobe Education Leader Team and is tasked with creating MGAL's digital transliteracy curriculum program and leading the Adobe Creative Campus effort at MGAL.

Unfortunately, public schools throughout California, and in Sonoma County more specifically, have failed to prepare all students for college and the twenty-first century workplace. This failure has led to "inequitable educational, economic and civic opportunities" that significantly impacted "Black, Latinx and Indigenous students and workers" (Jiminez). MGAL will ensure that all of our students, specifically our BIPOC students, are fully trained in transliteracy and digital learning, so that they are extremely prepared for their post high school futures, in whatever field they choose.

Creating Global Citizens: MGAL's Travel Requirement

MGAL will be global in scope, and local in focus, and steeped in twenty-first century learning. Through a focus on global issues, our students will strive to become problem-solvers in their own communities and the larger world. As our world becomes increasingly globalized, we are increasingly "interconnected and interdependent on other people and countries" ("Globalization and Infectious Disease"). According to the World Health Organization, with the world's borders open to allow for the flow of "goods, services, people, finance and ideas," institutions and policies will shift to "facilitate or promote such flows" ("Globalization and Infectious Disease"). Students need to be prepared for the increasing globalization that can have both "positive and negative effects on development and health" ("Globalization and Infectious Disease").

MGAL is dedicated to preparing students in Sonoma County to tackle the complex effects of globalization, and its effects on our County and the larger world. Through a travel requirement in which every student is required to travel domestically or internationally during their time at the Charter School, MGAL students will experience the world outside of Sonoma County.

The MGAL Travel Requirement

MGAL students will experience the world through mandatory domestic and international travel. MGAL's graduation requirements include a domestic or international travel experience, so our students can see, participate, and live in our increasingly globalized world.

The benefits of educational travel cannot be overstated, especially for economically disadvantaged students who may not have the opportunity to participate in travel experiences with their parents or guardians. A 2013 study from the WYSE Travel Confederation, a European Union organization that is part of UNESCO, found that children who participated in educational travel between the ages of 12-18 demonstrated "greater educational interest in what they were taught in school," and they "received better grades upon return from traveling" ("Travel Improves Educational Attainment"). Additionally, "57% of students who participated in educational travel as children went to college," and adults who participated in educational travel as children "earn $5000 more or 12% greater income than those who took no trips" ("Travel Improves Educational Attainment").

Additional benefits of educational travel for historically marginalized students include higher four-year graduation rates, and higher retention rates than students who did not study abroad. BIPOC

students that participate in educational travel have "higher four-year graduation rates," when compared to BIPOC students who do not study abroad ("Travel Improves Educational Attainment").

Currently, no public schools in Sonoma County offer educational travel programs for their students. The schools that do offer educational travel, such as Sonoma Academy, are private institutions that are largely inaccessible to the majority of students in Sonoma County. Through our commitment to equity, the MGAL team is dedicated to creating a travel program that every student can participate in, and that is not cost prohibitive. MGAL Foundation Board Member Rodney Harris is Director of Strategic Initiatives at SAI programs, an educational travel provider located in Sebastopol, California. Harris has twenty-one years of experience in the educational travel sector and is working with the MGAL team to create a full partnership between MGAL and SAI programs. Through our partnership with SAI programs, MGAL students will have access to reduced plane flights, visa and programming fees, as well as scholarships and grants for study abroad. Additionally, through our independent, non-profit organization, the MGAL team will fundraise separately to offset the costs of travel for students and families, to ensure that all students will be able to travel during their time at the Charter School at no cost.

Our three pillars of twenty-first century learning—project-based learning, technologically advanced and relevant skills, and a globalized school community—work together to create MGAL graduates that are prepared with the necessary skills to lead the twenty-first century Sonoma County.

6. How Learning Best Occurs

MGAL believes that learning best occurs in a physically and emotionally safe environment. Schools should be places where students' emotional, physical, social and academic needs are cared for, supported, and met. As a group of Sonoma County educators, we understand the challenges that students in Sonoma County, and specifically Petaluma, face, and how we can best serve them. MGAL will not only support but also honor the marginalized identities of our scholars.

Students with marginalized identities are "underserved, disregarded, ostracized, harassed, persecuted or sidelined in the community" (Gehl), and more specifically, in public schools. MGAL will be a school for justice—the first school in Sonoma County that prioritizes equity for historically marginalized groups. Through creating a physically and emotionally safe campus space, free from sexual and race-based violence, bullying and harassment, MGAL will be a liberatory institution where students are able to fully express all aspects of their identity.

The Need for Physically and Emotional Safe Schools

The MGAL campus will be a physical and emotional safe space for people with marginalized genders, including girls, many of whom experience sexual and physical violence on their school campuses. One in seven girls "reports feeling unsafe in and/or on their way to school" (Nuamah). This number doubles for LGBTQIA+ girls. Girls who face these challenges, specifically unsafe schools, report suffering from poor mental health. A 2016 study from the CDC found that girls who experience "sexual abuse and/or forms of gender-based violence at school have a higher probability of reporting depression, low self-esteem and suicidal thoughts" (Nuamah).

Additionally, 31% of students bullied daily at school are students of color. BIPOC students are "less likely to have access to mental health services," and are less likely than their white peers to "say they could reach out to a counselor if they needed mental health support" (Quirk). Indigenous students specifically have "reported the highest depression rates of any racial group," and the suicide rate of Indigenous students is "more than double that of their white peers" (Quirk).

Similarly, LGBTQIA+ students are at an increased risk of bullying and harassment when compared to their peers. 4 out of 5 LGBTQIA+ students "reported experiencing harassment in school based on their appearance or perceived sexual orientation" ("Violence and Bullying").

A physically and emotionally safe space will give MGAL students the opportunity to "find practical resistance to political and social repression" (Gunn). MGAL will build a physically and emotionally safe space through teacher and student training, progressive school policies, and on-campus resources.

The MGAL Theory of Change posits that through (1) fully inclusive and progressive school policies, (2) trauma-informed education, and (3) an educational curriculum that focuses on gender equity and anti-racism, historically marginalized students will be supported in a physically and emotionally safe school environment, allowing them to grow, thrive, and achieve at the level of their non-marginalized peers.

Inclusive & Progressive School Policies

MGAL will be an inclusive school environment where students and teachers are partners in learning. To create a full partnership between teachers and students, inclusive school policies must be in place that honor the identities of all members of our community.

Inclusive school policies involve targeted policies that support historically marginalized scholars, such as BIPOC students, girls, and LGBTQIA+ students. While these policies are targeted to *specifically* benefit these groups, inclusive policies will bring myriad benefits to students of *all identities.*

Effective progressive school policies for historically marginalized scholars that MGAL will implement include, but are not limited to:

Table 6.1 MGAL's Effective Progressive School Policies

Progressive School Policy	**How MGAL will implement it**	**Historically Marginalized Groups that will *specifically* benefit from this policy**
Appropriate facilities and spaces for students of all genders	● Gender-neutral bathrooms and other facilities ● Students will participate in sex-specific activities according to	People with marginalized genders

	the gender they identify with, not their gender of birth	
Inclusive school and classroom language	• Students and faculty will self-select their pronouns • Students and faculty will undergo monthly trainings in student council about safe and inclusive language • Students will co-construct a community-wide code of conduct for the school community	LGBTQIA+ students
Fully inclusive classrooms for SPED students	• Neurodiverse students will be in the same classrooms as neurotypical students. • Neurodiverse students will take the same classes, use the same curriculum, and participate in all of the same activities as neurotypical students • Neurodiverse students will be assisted in class through the help of an Inclusion Specialist, who will ensure their academic and social success	Students with Individualized Education Programs ("IEPs") and 504 plans, neurodiverse and atypical learners.
Fully inclusive classrooms for English Learner students	• EL students will be in the same classrooms as native English speakers • EL students will take the same classes, use the same curriculum and participate in all of the same activities as native English speakers • EL students will be assisted in class through the help of an EL Coordinator or Inclusion specialist, who will ensure their academic and social success	Students who do not speak English as their first language, including immigrant and refugee students.
A campus space that is physically safe from sexual and gender- based violence.	• A well-lit, safe campus walkway, with open windows and hallways. • Mandatory Title IX training for	People with marginalized genders, including girls. (Although males do experience sexual violence, girls are

	all students on consent and gender based violence.	statistically more likely to experience sexual violence)
A race-conscious educational program	• Ongoing teacher training about the intersection of racism and education, and racism in the Sonoma County community • A culturally sustaining pedagogy that celebrates our BIPOC community. • An anti-racist curriculum that challenges students to dismantle historical systems of oppression in our society • Intentional incorporation of students' cultural backgrounds into school culture, including school holidays, school-wide celebrations, and anniversaries • Hiring of administrators, faculty, and staff that are from the BIPOC communities that we serve	BIPOC students
A gender-conscious educational program	• Ongoing teacher training about gender-conscious education • Annual, ongoing teacher training around anti-sexism, including anti-sexist curriculum that challenges students to dismantle historical systems of oppression in our society • A culturally sustaining pedagogy that celebrates the contributions of people with marginalized genders	People with marginalized genders, including girls
A menstrual-conscious program	• Free pads, tampons, and menstrual hygiene products for all students	Individuals who menstruate
A college-preparatory approach	• A full-time college counselor • Embedded A-G requirements to ensure that all students graduate ready to apply to four-year college or university	First generation college students, low-income students who are less likely than their middle- or high-income peers to apply to college

	• Family college nights starting in the 8th grade year, to ensure that families are informed of the next steps for their students • Free SAT/ACT prep for all students • On-site SAT/ACT testing for all students	
A program that meets the basic needs of all students	• Free breakfast and lunch provided to all students, regardless of their income level	Economically disadvantaged students
A program that provides robust technical training in CTE and STEAM	• CTE classes as a graduation requirement for all students • STEAM classes as a graduation requirement for all students	Students with marginalized genders (including females) who have traditionally been underrepresented in both fields.
A program that honors social emotional learning, process over product, and student mental health	• On-site school psychologists that serve students throughout the school day with mental health counseling and support services • Social emotional learning embedded into all school programs	Students who struggle with mental health issues, students who are neurodiverse.

Trauma-Informed Education

MGAL will be a trauma-informed institution. Childhood trauma is, unfortunately, "far more pervasive than previously believed, and is often invisible" (Shevrin Venet). At MGAL, we understand that the majority of our students have most likely already experienced the traumas of racism, sexism, discrimination, and poverty. We aim to educate our students in a trauma-informed way that honors the identities and lived experiences of all of our students.

Trauma-informed education aims to "fix broken and unjust systems and structures," which harm students with marginalized identities (Portell). A trauma-informed and social emotional learning ("SEL") approach benefits all students, regardless of the trauma they have experienced, building "critical skills like self-awareness, self-regulation, empathy, and an openness to teamwork and cooperation." MGAL will adopt a universal approach when it comes to trauma-informed education, assuming that "all children are trauma-affected and need social and emotional learning instruction and support" (Portell). Through our universal approach, we will embed social emotional learning and support into all of our programs, from our advisory program, to our in-class projects, inter-session weeks, and summer programs. MGAL will provide strong SEL support and trauma-informed care through (1) highlighting process over product and prioritizing

community relationships; (2) robust mental health support staff; and (3) prioritizing the physical and emotional wellbeing of our faculty and staff.

1. Process over Product & Prioritizing Community Relationships

A hallmark of SEL learning and trauma-informed education is strong relationships between students and teachers, and an inclusive and welcoming community of learners. MGAL will flip the traditional school model, prioritizing community relationships over content. We will create a strong MGAL community through Council, intentional looping, and community hour.

Students will meet in Council, our daily advising program, for 30 minutes at the start of the day to eat breakfast and check in as a community. Advisory programs are beneficial when they are "designed around the needs of students, giving them the freedom to share their experiences" (Shevrin Venet). Council groups will focus on BERT: Belonging, Empathy, Respect and Trust, which will allow every teacher and administrator to get to know a small group of students more intimately and build relationships with them. Additionally, MGAL will incorporate student leadership into our Council program: students will drive decisions about how to discuss difficult topics, and how to create rituals that honor their Council and the relationships they have built within them. Council will be a daily safe space for rituals, relationship-building, and student leadership at MGAL.

Intentional looping will allow educators to work with groups of students over a longer period of time, building stronger relationships that will lead to better academic outcomes. At MGAL, we will work to intentionally loop teachers and student groups within both the Lower and Upper schools that work well together, so that specific teachers and groups of students "stay with the same teacher for more than a year of instruction" (Wedenoja). Teacher looping is touted as a "low-cost way to improve student achievement," as students tend to perform better academically in looped classrooms (Wedenoja). Other benefits of intentional looping are:

- Repeat teachers in looped classrooms improve academic performance and student behavior across all subjects and grades
- Repeat teachers in looped classrooms improve test scores in Math and Reading
- Repeat teachers in looped classroom saw an improvement in standardized test scores for all students, regardless of ability level
- Repeat teachers in looped classrooms decrease absenteeism and decrease suspensions in grades 3-11
- Lower-performing students with repeat teachers in looped classrooms saw a decrease in absences and suspensions. This is important because "high school truancy is strongly predictive of low-test scores and dropout" (Shevrin Venet). Thus, intentional looped classrooms have the potential to keep more students, especially students with lower test scores, in school.

We will create intentional looping opportunities for students in their academic classes, their Council groups, and elective classes and extracurricular activities, through identifying students and faculty that work well together, and finding ways to keep them together. Intentional looping is another way that we will focus on student-teacher relationships at MGAL and strengthen our school community.

Finally, Community Hour will be a twice a month opportunity for students to come together in community and celebrate one another. Unlike a traditional assembly that is entirely teacher- or administrator-led, community hour will be a student-directed and student-led celebration, where students exhibit their classroom, advertise upcoming programs and initiatives, give and receive awards for their outstanding character, and celebrate college acceptances and the achievements of themselves and their peers. Every MGAL Council will have the opportunity to lead a Community Hour, giving them the opportunity to exhibit their learning, share their accomplishments, and celebrate the MGAL community.

A student-led and -directed Community Hour has the power to unify students and to build confidence and leadership skills. Community Hour will be a unique MGAL ritual that students will plan, lead, and use to strengthen our community.

2. Robust Mental Health Support Staff

MGAL will employ mental health support staff to ensure that all students and faculty members are able to access the mental health services they may need.

Currently, 13 percent to 20 percent of American children "experience a mental disorder in a given year" (Brock). Students with historically marginalized identities, "often experience additional challenges due to structural inequities, institutional racism, and systems of oppression." MGAL will serve students with historically marginalized identities, who may experience additional mental health challenges, and we are dedicated to ensuring that our students get the mental health support they need to succeed academically and socially.

School psychologists have expertise in both "education and mental health," and they are uniquely qualified to help support the needs of students and schools themselves. Unfortunately, school psychologists are in short supply throughout the United States. The lack of access to school psychologists continues to "threaten students' access to needed psychological services" ("Shortages in School Psychology"). To ensure that our students have proper mental health support, MGAL will employ mental health support staff as follows:

- 3-4 School Psychologists
- 2-3 Mental Health Interns or Trainees per school year, who work to support the School Psychologists and their caseloads

At MGAL, every student that seeks out mental health services will be able to access them. For students who need more extensive care, the MGAL team will work directly with community partners, such as Petaluma People Services Center and Verity Rape Crisis Center, to ensure that services are provided in a timely, culturally relevant, and appropriate manner.

At MGAL, we will have a strong faculty and student culture that values the physical and mental well-being of each and every member of our community. Through a partnership with the Sonoma State University psychology department, we will bring in psychology undergraduate and graduate students to assist with the development of our mental health programming, as well as provide

support and training to administrators, faculty, and staff to create a school culture where mental health is prioritized.

3. Prioritizing the physical and emotional well-being of our staff

At MGAL, we will recognize that students and faculty must be emotionally ready to learn, grow, and be in community with one another.

Teacher wellbeing is directly tied to student success. 46% of teachers in the United States report high levels of daily stress, and teachers that are more stressed are "less likely to form close relationships with students, which can negatively impact student achievement" (Robert). At MGAL, we will focus both on student and teacher wellbeing, ensuring that our teachers are holistically supported. We will do this through:

- **Teacher Autonomy:** Through our project-based learning approach, teachers will have autonomy in designing and implementing their curriculum and projects, leading their classroom, and deciding on what their schedule looks like. At MGAL, grade-level teams will work together to build out their projects, so they align with Common Core State Standards and other California content standards and frameworks, as well as the needs of families and students. The MGAL leadership team will work with teachers to ensure that there is coherence and alignment of schedules and project across the Lower and Upper school.

- **A Teacher-Powered School Program:** Every MGAL teacher will be a leader in the Charter School not only within their classroom, but within our school community through MGAL's "teacher- powered school program." A teacher-powered school program uses "a governance approach that vests in educators the authority to design and make decisions about how to run a school." MGAL's teacher-powered school model will allow every teacher to help craft school policies, programs and even work on administrative projects that they may be interested in. The MGAL leadership team will work closely with the administration at PCSD to ensure that all of our school policies, procedures and decisions are in alignment with the District. Teachers will be seen, heard, supported and leaders at MGAL.

- **Teacher Mental Health Support:** Every MGAL teacher will be able to access confidential mental health support counseling off-campus, if necessary. The MGAL Foundation will support teachers in financially accessing mental health support services.

- **Support Spaces:** During weekly professional development sessions, MGAL teachers will have the opportunity to break into affinity groups, or places where "learning occurs and where groups of people are drawn together because of shared strong interests" ("Affinity Spaces: A Tool for Racial Justice and Healing"). For example, race- and ethnicity-based affinity groups allow BIPOC faculty members the opportunity to "process the various challenges that are unique to their experiences," and allow white faculty members to "learn about racism, anti-racism and racial equity" from one another ("Affinity Spaces: A Tool for Racial Justice and Healing"). Through race-based affinity groups, MGAL's BIPOC faculty will have a chance to process and reflect on their experiences at the institution, and

white faculty will learn about how they can better work together to dismantle systems of oppression at our school. MGAL will provide a variety of different support spaces for our faculty, including BIPOC affinity groups, LGBTQIA+ affinity groups, gender-based affinity groups, and any other identities that our faculty wish to work together to process and talk about.

At MGAL, we understand that student success is intricately tied to teacher health and wellbeing. We will create a school culture where teachers are loved, supported, and cared for alongside the students they serve.

A Curriculum Program that Focuses on Gender Equity and Anti-Racism

A culturally sustaining curriculum has the power to transform student learning in powerful ways. MGAL will use a culturally sustaining curriculum that focuses on gender equity and anti-racism that is dedicated to uplifting the lived experiences of all of our students. MGAL's culturally sustaining curriculum will help create a physically and emotionally safe school environment: our students' lived experiences will be reflected back to them and celebrated, rather than hidden or forgotten. The typical standard curriculums "decide whose history is worthy of study, whose books are worthy of reading," and inevitably leave out the contributions of historically marginalized groups, especially those of people with marginalized genders, BIPOC, and LGBTQIA+ leaders ("Culture in the Classroom").

A culturally sustaining curriculum program that focuses on gender equity and anti-racism, will ensure that there are pathways created for people with historically marginalized genders to pursue fields in which they have traditionally been underrepresented.

MGAL's curriculum program that focuses on gender equity and anti-racism will ensure that all students see their lived experiences and contributions reflected daily at the school community. Our curriculum will challenge students to reflect on the inequities they see and feel in their own lives. For example, during a tenth-grade project based on philosophy, students will have the opportunity to research forgotten female and BIPOC philosophers from across the world, and share, asking themselves and our community why these philosophers were not as well-known as their counterparts.

A curriculum program that focuses on gender equity and anti-racism is a chance to center the contributions of people with marginalized genders, LGBTQIA+, and BIPOC people without relegating them to "sidebar history." Asking complicated questions, such as "Why does violence against girls endure?" and "Why has the United States never had a queer President?" will give all MGAL students the opportunity to think critically about the inequities in our society. Additionally, a curriculum program that focuses on gender equity and anti-racism will be especially beneficial for all historically marginalized students, as studies show that "students who see examples of people who look like them in the curricula tend to perform better academically" (Weingarten).

MGAL's culturally sustaining curriculum will create a safe space for BIPOC students to fully be themselves. Culturally sustaining pedagogies view schools as places where "the cultural ways of being in communities of color are sustained, rather than eradicated" ("Culturally Sustaining

Pedagogy"). MGAL's anti-racist, culturally sustaining curriculum will be developed by our BIPOC students, for all of our students, to ensure that their lived experiences are represented and celebrated at our institution. Through a student-led "Curriculum Commission," MGAL students will build out a culturally relevant curriculum that meets their needs, and that educates our students on the history and contributions of BIPOC leaders.

The MGAL community will also work to incorporate the culturally sustaining curriculum into everything that we do. This goes beyond simply translating our documents and paperwork into the home languages of our students, but fully integrating the culture and lived experiences of our students into everything we do. The most widely researched benefits of culturally sustaining practices in schools are:

- Culturally sustaining practices contribute favorably to "reading comprehension and mathematical thinking" ("Culturally Sustaining Pedagogy").
- Culturally sustaining teachers make "learning experiences more personally meaningful, engaging and effective" ("Culturally Sustaining Pedagogy").
- Culturally sustaining pedagogies "support the development of students' racial and ethnic pride ("Culturally Sustaining Pedagogy").
- Students who participate in culturally sustaining pedagogies "reported feeling a sense of belonging as well as sense of affirmation for their own and others' culture" ("Culturally Sustaining Pedagogy").

An anti-racist program is a pedagogy that calls on students and educators to interrogate the role of education in "inequitable systems and to envision and create a more equitable and just future" ("Anti-Racist Pedagogy in Action: First Steps"). An anti-racist curriculum is "about *how* one teaches, even in courses where race is not the subject matter" ("Anti-Racist Pedagogy in Action: First Steps"). Anti-racist curriculums "reveal the structural inequities within U.S. society, while fostering students' critical analysis skills, as well as their critical self-reflection" ("Anti-Racist Pedagogy in Action: First Steps"). All MGAL "Adults"—any adult present on campus, including faculty, staff, and volunteers, —will participate in annual anti-racist training, The steps that MGAL faculty and staff will take to create an anti-racist pedagogy are as follows:

1. **Self-Educate and Acknowledge Racial Trauma:** All MGAL Adults will work to "self-educate about anti-racist pedagogical practices" ("Anti-Racist Pedagogy in Action: First Steps"). MGAL professional development will include affinity groups, equity book clubs, guest speakers, and training to address unconscious bias and racial trauma. MGAL faculty and staff will "understand the racial trauma that students, especially students of color, may carry and bring into the classroom" ("Anti-Racist Pedagogy in Action: First Steps").
2. **Interrogate Positionality and Unconscious Bias:** Next, MGAL Adults will explore positionality and bias through training from expert anti-racism facilitators. Exploring positionality means that all Adults will interrogate the choices they make and how their perspectives and positionality in society impacts these choices. After MGAL Adults learn how to interrogate their own biases and positionality, they will have a chance to model this behavior in the classroom with students.
3. **Address Course Design with Intentionality:** Annually, MGAL will do a full review of our pedagogy and projects to ensure that our courses are intentionally and explicitly anti-

racist. As a faculty, we will work to decenter whiteness and maleness by adding multiple perspectives and different voices. Additionally, we will work to challenge students to think about the layers of knowledge that are presented, especially what counts as "valuable knowledge and or ways of knowing in the discipline" ("Anti-Racist Pedagogy in Action: First Steps").

4. **Foster a Compassionate Class Community and Meet Students where they are:** All MGAL Adults will receive professional development on how to help students "consider their own positionalities and biases to help foster critical awareness" ("Anti-Racist Pedagogy in Action: First Steps"). Adults will also learn how to embrace difficult conversations and student resistance in the classroom. Annually, MGAL Adults and students of all grades will participate in metacognitive and contemplative practices as part of the anti-racism journey.
5. **Engage the wider campus community and commit to action beyond the classroom:** MGAL is committed to practicing anti-racism within the wider school and Sonoma County community. As a community, we will identify everyday things that can be done to dismantle historical inequities and practice anti-racism. Additionally, we will work with our larger school family and Sonoma County community to practice anti-racism throughout the larger community and create pathways for collaboration with other organizations.

As a global school, MGAL will celebrate, affirm and uplift the cultural backgrounds of all of our students. We are excited to create a school culture and community where students and adults alike feel a strong sense of belonging.

Extensive professional development will be provided to every adult in our building surrounding our culturally sustaining, anti-racist pedagogy. Teachers and program facilitators need to "be aware of their own cultural lens and biases" (Bauld). Only then, teachers will realize that their own "cultural ignorance can cause harm." Through our partnership with abolitionist educator Dr. Daniela Dominguez, and her organization On the Margins, we will work to bring as much training and support to our Adult community as possible.

We understand that professional development cannot just be a "one-off" training or annual meeting. Instead, it must be embedded into everything that we do. At MGAL, professional development will be ongoing, happening on a weekly basis. Additionally, MGAL professional development will be iterative. At MGAL, we understand that professional development is ineffective, "if you're not continuously learning from what worked and what didn't" (Bauld). We will work to update our professional development programs on an annual basis to reflect lessons learned and best practices.

7. Curriculum and Instruction Design

Per our Mission, Vision, and How Learning Best Occurs section of this proposal, Magnolia Global Academy for Leaders will provide a fully inclusive, physically and emotionally safe, equitable learning community for students, faculty and staff, and families. The strategies used to develop these types of learning environments, will, as previously discussed, focus on creating an emotionally and physically safe school environment through (1) fully inclusive and progressive

school policies, (2) trauma-informed education and (3) a culturally sustaining curriculum program that focuses on gender equity and anti-racism.

Learning Environment

MGAL's physical layout will be designed to facilitate a physically and emotionally safe school environment and collaborative community work. As a full project-based learning school, our classroom environments will be full collaboration spaces, with roll-up garage doors so teachers can open up their space, tables for group work instead of desks, and many different options for students to sit that best accommodate their learning: yoga balls, stools, chairs, and beanbags. A variety of materials and technology, (including writing and art supplies, manipulatives, laptops and iPads, print rich walls, learning software, and books of all genres and reading levels) will be available for students to use and engage in the learning. MGAL's walls will reflect our focus on community, and our culturally sustaining curriculum that focuses on gender equity and anti-racism. MGAL's walls will be a celebration of our community and student work, including projects created by and for students, empowering culturally responsive images to validate the lived experiences of our students, and evidence of ongoing investigations and projects. MGAL's core values of (1) authenticity and relevance, (2) social responsibility, (3) risk-taking, and (4) process over product will drive the development of our learning environment and will guide interactions among all stakeholders.

Authenticity & Relevance

Authenticity and relevance will be a central characteristic of our learning community. Authenticity in project-based learning is when students complete projects that are "real to them—it is authentic to their lives, or the work has a direct impact on or use in the real world." All of MGAL's projects will be authentic through using the following guidelines:

- **Meeting a Real Need:** The project meets a real need in the world beyond the classroom, or the products that students design and create are used by real people.

- **Relevant to Students' Lives:** The project focuses on a problem, issue, or topic relevant to student's lives, or a problem in the adult world that students will soon be part of.

- **Simulations:** The project sets up a simulation or scenario that is realistic, even if it is fictitious. Students must work together in the simulation or scenario to find a solution to the proposed problem.

- **Adult World Connections:** The project involves tools, tasks or processes used by adults in real settings, and by professionals in the workplace.

At MGAL, students will work collaboratively to solve authentic, relevant problems that are directly related to their lives and the community. Authentic work for MGAL students can take many forms: advocating for a cause, investigating the reasons behind a certain local, state or federal policy, performing service for someone else, creating a physical artifact to display or distribute to the community, or expressing their opinions about an issue through different forms of media. Teacher autonomy, and student choice will come together to allow teacher-student teams to work together to decide what projects they want to pursue, and how they want to carry them out.

Likewise, MGAL's authentic learning will focus on **challenge and choice.** Students will **challenge** themselves by working together to solve authentic, relevant problems, and will have the **choice** about how to solve them. Students who are engaged in authentic learning with challenge and choice elements allow them to "engage and connect with the world around them." Additionally, challenge and choice provide students with a more stimulating learning environment that deepens learning. Challenge and choice, along with the four elements of authenticity, will be present in every MGAL project. Student choice, voice, and input in the design, iteration, and planning phases of the project will also be a hallmark of MGAL's authentic learning design.

Like authenticity, relevance is crucial for student learning. Students want to learn about things that are relevant, real, and that impact their daily lives. MGAL will be a learning community where all learning is relevant, and where students are in control of their learning. Through building a collaborative environment where students and faculty alike are empowered to share their "passions, perceptions and progress in a deeply meaningful and personal way." MGAL's classrooms will be creative, imaginative and focused on authenticity and deeper learning.

Social Responsibility

Social responsibility is a core aspect of the MGAL learning experience. MGAL will be a socially responsible and sustainable learning community, where engagement in service to one another, and to our community, is embedded into everything we do.

MGAL will follow the United Nations Sustainable Development Goals Guidelines for Education for Social Responsibility ("ESR"). The United Nations developed the Guidelines for ESR in Part 4 of the Sustainable Development Goals, entitled "High-Quality Education."

The 5 Elements of Education for Social Responsibility are:

1. **Well-Being:** Students have their basic and higher order needs met at school. School is a physically and emotionally safe space for students to explore their passions, and student well-being is at the forefront of every school day.
2. **Rights:** Students are aware of their rights not only in school, but in their community, and take action to protect them.
3. **Responsibilities:** Students understand that they have a responsibility to one another, the MGAL community, and the larger world. Students learn about their responsibility to one another and the world through projects at school.
4. **Intelligent Behaviors:** Students use their knowledge of the world to make critical decisions.
5. **Knowledge and Opportunities:** Students have the knowledge to pursue post-graduate opportunities in whatever field they choose.

Students that attend schools where Education for Social Responsibility is present are "more effective and compassionate individuals, prepared for the challenges of leadership and responsibility beyond their time at school." At MGAL, we understand that every student is capable of leading with empathy and will foster a school environment where every student can, and will lead. There are many benefits to community service integration in schools:

- Students who are civically engaged "tend to perform better in school subjects such as reading, history, science and mathematics"
- Service "helps students mature by developing social skills"
- Students that participate in community service are "more likely to complete high school" than their counterparts who do not participate in service.
- Students have the opportunity to network with professionals, and learn about careers they might not have had exposure to by just going to class
- Students are much more likely to "remain engaged when they can see their participation is effecting change"
- Student experiences with community service can help them gain the skills that enhance college and job applications.

MGAL's Education for Social Responsibility will involve students participating in community service and internships throughout their time at the institution. Students in the Lower School (grades 7-9) will participate in monthly service days, where students, teachers and administrators

partner with community groups, such as Petaluma People Services Center, to assist with their programs. Students in the Upper School (grades 10-11), will have the opportunity to take on more formal service learning partnerships with local organizations through MGAL's Genius Hour program, a twice a week hour for students to spend time working on independent projects. Students will have the opportunity to set up a long-term partnership with a local organization, such as a preschool program or local food bank, and spend their Genius Hour volunteering.

In addition, every 12th grade student will complete a senior capstone project, focused on answering the question, "How can we make life better for others in Sonoma County?" that results in an authentic, relevant program that improves the lives of people in Sonoma County. This capstone project will give students the opportunity to flex their empathetic leadership skills, and ideate, design, and develop a project that is an asset to our community.

Risk-Taking

MGAL will be a learning community where positive risk-taking is the norm. MGAL's form of risk-taking is not about jumping out of planes, or participating in "risky" behaviors, but positive risk-taking. Positive risk-taking is a process where students are "encouraged and supported to take risks to achieve personal or change or growth."

To create an open, innovative school culture, MGAL faculty, staff, and students will celebrate risk-taking and failure. A schoolwide culture that believes failure is the only true path to success will encourage our MGAL learning community to take the risks necessary to learn. MGAL will have systems, behaviors, and rituals that make room for risk-taking, and the inevitable failure that comes with it. MGAL will create a community of inquiry, where risk-taking and failure are not only normal but actually celebrated.

Harvard University's Keys to Inquiry: Everyday Classroom Tools shares the following ways to create a classroom of inquiry where students are challenged to take risks:

- **Question asking is invited:** Students are encouraged to ask questions, and question everything around them. Open-ended questions are asked and appreciated, and sometimes questions are asked and not able to be answered.
- **There's More than One Right Answer:** Theorizing and considering evidence is important in coming up with multiple solutions.
- **Failure is inevitable:** Mistakes are valued for the learning they provide and as natural parts of the inquiry process.
- **All Ideas are Okay to Share:** Students are actively encouraged to participate in "brain dumps" where they share any and all ideas that come to mind. Furthermore, all ideas are neutral, not labeled "good" or "bad," and are open for discussion.

Some additional ways that the MGAL community will make room for risk-taking and encouraging innovation and failure:

1. **Project-Based Learning:** The iterative nature of project-based learning lends itself to productive failure, both on the part of teachers and students.

2. **Modeling of Positive Risk-Taking by Adult Leaders:** All MGAL adults will actively model the power of positive risk-taking through project-based learning, and the co-created project tunings, exhibitions, and programs that students and adults will work together to create.
3. **Creating a Physically and Emotionally Safe Space for Risk-Taking:** MGAL's dedication to creating a physically and emotionally safe community for historically marginalized students will allow all in our community to participate in risk-taking.
4. **"Brave, Not Perfect" Learning Circles:** During the transition to MGAL's Upper School program, all students will read technology leader Reshma Saujani's book, *Brave, Not Perfect* and participate in learning circles in the MGAL makerspace, where they will have the opportunity to build, fail, and try again. The "Brave, Not Perfect" Learning Circles will give MGAL students the opportunity to try their hand at innovating, while failing early and fast.
5. **Failure Fridays:** On Fridays, students will share their risk-taking and failures from the past week with their Council. How did they take a risk this past week? What did they learn from taking a risk? What is one way that they failed this week? And what is something that they learned from this failure? Failure Fridays is inspired by Reshma Saujani's book, *Brave Not Perfect,* which all incoming Upper School students will read before starting the 10th grade year.

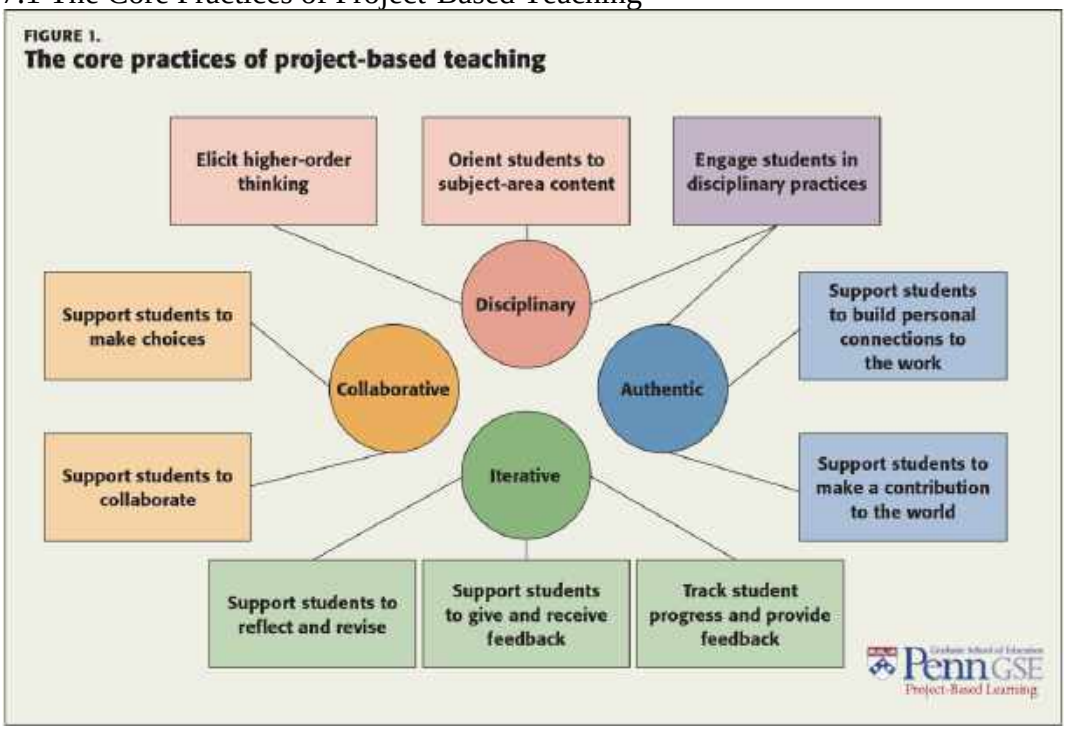
To create an environment where students feel comfortable taking risks, they must first be in physically and emotionally safe classrooms. MGAL's focus on creating a physically and emotionally safe space will also create an educational environment where risk-taking is the norm and celebrated.

Process Over Product

The importance of process-focused learning is an approach to learning where the learning comes from the student experience, not the final product that they produce. Process- focused activities allow students to "focus on the experience, the exploration of tools and techniques" ("Process over Product"). MGAL's focus on process over product will give our students the opportunity to think, explore, tinker, and create. MGAL students will learn to value the design thinking and trial-and-development phase as much as the final product they are able to produce.

Additionally, MGAL's project-based learning approach lends itself nicely to our community's focus on "Process Over Product." The iterative nature of project-based learning—where students are supported to reflect and revise, and to give and receive feedback—gives both educators and teachers the opportunity to focus on the process of creating and learning (and re-creating and learning) instead of just the final project.

Figure 7.1 The Core Practices of Project-Based Teaching



The iterative nature of project-based learning also "requires helping students to give, receive, and use peer feedback" (Grossman). Feedback is essential in creating a learning community where process is valued over product. At MGAL, all adults in the building (regardless of if they are a teacher, administrator, or volunteer) will model the importance of incorporating feedback into everything that we do. Through adult modeling of the use of feedback for revision, the MGAL learning community will be a safe place for learning, where failure is encouraged, and where the learning process is just as valuable as the final product created.

Instructional Approach

The instructional model of MGAL will address the specific needs of our target population, historically marginalized scholars. Our three-pronged approach to serving historically marginalized scholars is (1) creating a physically and emotionally safe space for all students, (2) using a rigorous project-based learning approach that is directly aligned with both the Common Core State Standards and California's A-G requirements, and (3) experiential learning programs, including internship, externship, and educational travel that are graduation requirements for all students.

In previous sections, we have described in detail the rationale and strategies we will use to implement our specific approach for historically marginalized scholars. This section will focus more on the technical aspects of the pedagogy that will be used in our Charter School.

At MGAL, we expect our teachers to be well-informed, knowledgeable practitioners. **The foundations of the MGAL educational model will be a project-based learning pedagogy grounded in (1) problem-based inquiry and (2) integrated social and emotional learning.**

1. **Using Problem-Based Inquiry with Project Based Learning**

MGAL's teachers will use a problem-based inquiry approach to instruction, which is directly connected to our project-based learning pedagogy. Problem-based inquiry instruction is a student-centered methodology where students are "presented with real world problems in a situated context and use critical thinking to formulate solutions to said problems." Problem-based inquiry is situated within "cognition, constructivism, and social learning," and typically has the following four characteristics:

1. **Question as a method of engagement:** Activity is grounded in a general question about a problem that has multiple possible answers and methods for addressing the question.
2. **Student-centered learning:** The teacher acts as a facilitator, students drive their own learning.
3. **Teamwork and Collaboration:** Students work together collaboratively to solve the posed problem.
4. **Self-Directed Learning:** Students determine how much they need to learn in order to accomplish a specific task.

Figure 7.2 The Problem-Based Inquiry Model

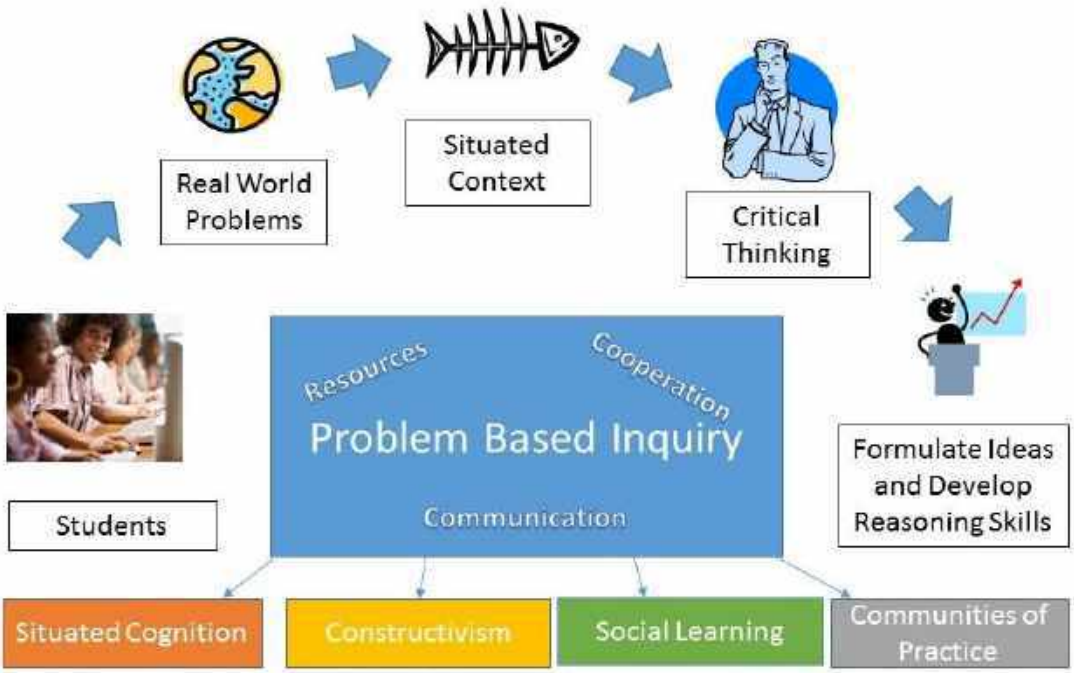


Figure 3. This graphic depicts the process of Problem Based Inquiry. Students are presented with real world problems in a situated context. The students use critical thinking to formulate ideas and develop reasoning skills. Problem Based Inquiry involves the use of many resources, communication with others, and cooperation within the learning environment. Situated Cognition, Constructivism, Social Learning, and Communities of Practice are elements of Problem Based Inquiry.

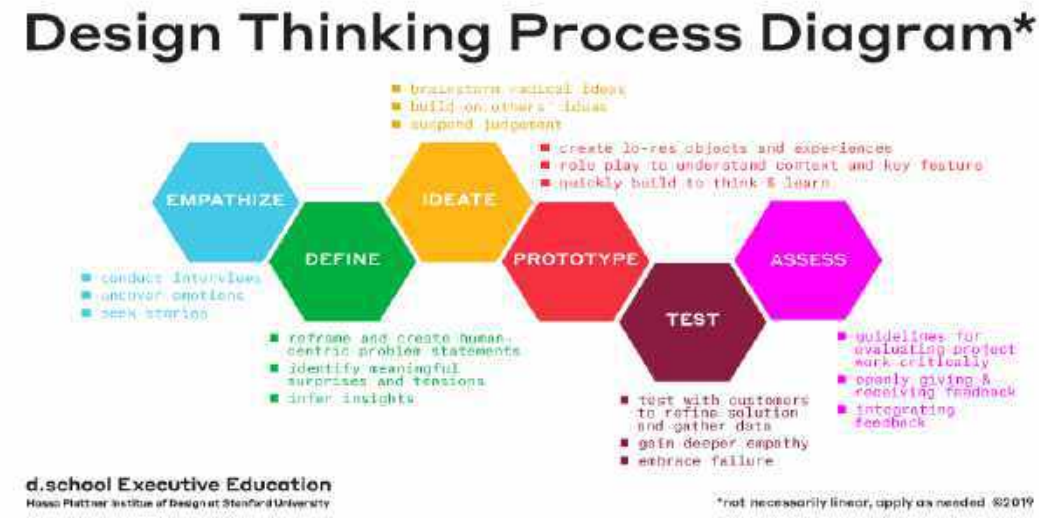
Project-based learning and problem based inquiry allow students to actively resolve complex problems in realistic situations. Within problem-based inquiry, students actively "own the problem," meaning that students take unique ownership over solving every problem and are able to work collaboratively to present multiple solutions to each issue.

The following is an example of how we might use problem-based inquiry to give 12th grade students the opportunity to create their own system of governance and Constitution. In this scenario, 12th grade students would use problem-based inquiry while completing a project about rewriting the United States Constitution and reading a relevant text, *The Prince* by Niccolò Machiavelli. This problem-based inquiry project would take place over the course of a semester-long class.

1. **Question as a Method of Engagement & Problem Posing:** While reading *The Prince,* students will grapple with the central questions Machiavelli's book raises, including: *What is the nature of power and virtue? How did this book specifically influence the United States Constitution? Why? Should politicians and leaders be expected to do the "right" thing always? Can we create a constitution that forces politicians to do the "right thing"? How does power relate to our constitution? Will it ever be possible to have a constitution that truly serves all people? What do our state and County founding documents look like, and how are they based on the U.S. Constitution? Do these documents truly serve all individuals?* Students will also have the opportunity to bring their own big questions to the table for their classmates to think about and attempt to solve.

2. **Student-Centered Learning:** In teams, students will be tasked with the following questions: *Is the United States system of governance and Constitution effective? What system could we replace it with that is more representative of all groups of people in our country?* Using design thinking, students will begin to facilitate their project of figuring out if the United States Constitution is effective, and what system of governance and founding documents would work better. This solution can be anything, as long as students are able to prototype, test, and assess it. The solution can also involve concepts from other disciplines, such as mathematics, science, or psychology.

Figure 7.3 The Design Thinking Process Diagram



3. **Teamwork and Collaboration:** Students will work in project teams to answer the questions of: *Is the United States system of governance and Constitution effective? What system could we replace it with that is more representative of all groups of people in our*

country? One student acting as the Project Manager, or leader of the group. In teams, students will be able to iterate, give one another feedback, and test out their example solution. Additionally, all team members will play an important role in managing the prototype solution and sharing it with peers.

4. **Self-Directed Learning:** Students are the key solution finders to the problem: *Is the United States system of governance and Constitution effective? What system could we replace it with that is more representative of all groups of people in our country?* and are able to pull in research, knowledge and skills from across a variety of disciplines, such as mathematics, social sciences and to help make their case. Additionally, students facilitate their own research in teams, find their own sources, and create their own solutions, with the teacher assisting, but not telling them exactly what to do or say.

Throughout this session, the teacher acts as a facilitator and guide by asking probing questions and guiding discussion, as well as giving feedback on each group's solution and prototype. As students engage in the different elements of problem-based inquiry, the teacher observes and assesses which teams may need more support or challenge. At the end of the course, the teacher would arrange for an exhibition or student showcase, where students would present their findings and their proposed solution to the school community.

The MGAL leadership team will ensure that all MGAL courses and projects are designed to specifically meet the Common Core State Standards, Next Generation Science Standards ("NGSS"), English Language Development ("ELD") Standards, History-Social Science Standards, and all other applicable state content standards and frameworks (hereinafter, collectively "State Standards"). Rigorous projects will give students the opportunity to fulfill necessary and important standards while ensuring that students are able to think, read, and write critically and design solutions to authentic problems. Below is an example.

Table 7.1 MGAL's problem-based inquiry and project-based learning pedagogy, aligned with State Standards for 12th Grade Government

California Content Standard HSS-PoAD.12.1.1	**How MGAL students will meet in within context of Humanities (English + History) project**
Content Area: **History–Social Science**	**Project Name:** Developing Governmental Systems for Equity **Project Description:** Students will work in teams to develop their own system of governance and founding documents for a diverse country similar to the United States. Students will work in teams to try to create a governing system and Constitution that is reflective of all the individuals in the group and what they value. Students will also work to ensure that there are equitable representations of all groups of students in their government. Students will then turn their new system of governance and founding documents into a presentation, board or video game, or

	video, or any other type of material to teach individuals about how their country will be run. Using Adobe Creative Cloud, students' work will develop transliteracy projects that can be viewed across multiple platforms. Students will read relevant texts about government, including the United States Constitution and Bill of Rights, *The Prince* by Niccolò Machiavelli, *An Indigenous Peoples' History of the United States* by Roxanne Dunbar-Ortiz and primary sources from Iroquois governments, pre-colonial governments in Africa, and historically marginalized individuals, such as Abigail Adams and Frederick Douglass. Students will also investigate interviews from the Global Oneness Project, including "We Became Fragments" and "Making it in America" as well as the Civil Rights, Women's Rights and Disability Rights movements, and how they shaped American founding documents.
Overarching Standard: HSS-PoAD.12.1 *Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.*	As an introduction to the project, students will read and analyze the Magna Carta, the Declaration, the United States Constitution, and the Bill of Rights in teams, and discuss the following questions in their teams: Who wrote these documents, and in what context were they written? Who were they meant to serve? Who is left out of these documents? Why? What impact did they have on those who were left out? Why do you think we still refer to these documents today? Students will detail their thoughts and opinions in an essay prompt to be completed at the beginning of the project.
Standard: *Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.*	As students work to create their own system of governance and Constitution, they will compare and contrast what they have built to the ideas of Locke, Montesquieu, Machiavelli and Blackstone. How do their ideas differ and how are they similar? What texts, ideas and lived experiences inspired Locke, Montesquieu, Machiavelli and Blackstone versus what has inspired students? Why? During the final public presentation, students will share their government system, founding documents, and tools for teaching their citizenry about it, as well as how it is similar or different to the ideas of Locke, Montesquieu, Machiavelli and Blackstone. Students will be asked if Locke, Montesquieu, Machiavelli and Blackstone, or any of the Founding Fathers would have supported their government system and constitution. Students will also explain if they agree or disagree with Locke, Montesquieu, Machiavelli and Blackstone, and who were the

	main influences on their system of government and why.

Integrated Social-Emotional Learning

The Efficacy of Social Emotional Learning

In recent years, an increasing amount of research has been published demonstrating the positive outcomes that Social Emotional Learning can have on both a positive impact on academic and social outcomes in school. In a meta-analysis of 379 SEL programs, it was found that SEL intervention programs produced a variety of positive student outcomes including fewer serious discipline problems and school suspensions, better school attendance, higher grade point averages, and higher academic achievement scores (Durlack). Their analysis of research studies found significant gains in academic performance at schools with complete SEL programs. Research also indicates that SEL programs may be especially important for historically marginalized students, including girls, BIPOC, and LGBTQIA+ students.

SEL programs can assist students with the development of a "growth mindset" instead of a "fixed mindset." As defined by Carol Dweck, in a growth mindset people believe that most basic abilities can be developed through dedication and hard work. In a fixed mindset, people believe that basic qualities are fixed traits. Growth mindsets can especially assist historically marginalized students in overcoming perceived incompetence based on racial and ethnic, gender, or sexuality stereotypes. A growth mindset develops a love of learning and resilience, both of which are key to students' academic and social achievement.

MGAL students will develop a growth mindset through our project-based learning and fully integrated SEL program.

MGAL's Approach to SEL

At MGAL, SEL will be fully incorporated into our project-based learning approach, as a key strategy for meeting our goal of providing high-quality education to historically marginalized scholars. All MGAL adults, including classroom teachers, administrators, specialists, and parent volunteers will work together to be role models and to reinforce the lessons of our SEL program: the importance of a growth mindset, confidence and self-advocacy, and a commitment to personal excellence. MGAL will work with On the Margins, an equity consulting firm led by Dr. Daniela Dominguez, to build out an SEL program that recognizes the multifaceted needs of our students. Additionally, MGAL will work with our partner organization, Petaluma People Services Center, to employ a Sonoma County-based psychologist to assist with the creation of our SEL curriculum, and to ensure that the context of our students is taken into account.

MGAL's Movement +Meals Program

SEL will also be fully embedded into MGAL's signature Movement + Meals program, our physical and mental health program that all students will participate in daily. (More Information about MGAL's Movement + Meals Program Can Be Found in *Appendix B*) MGAL's Movement + Meals program is our school-wide ritual of morning movement in the form of vinyasa/hatha yoga, running, walking, and high-intensity interval training and Tabata, followed by a healthy meal curated from organically sourced Sonoma County foods, prepared with assistance by 11th and 12th grade MGAL students participating in the CTE culinary arts class. MGAL's Movement + Meals

program is being developed by: Chef Paloma Apgar, a Sonoma County-based culinary expert; Kinyatta Reynolds, a physical education teacher in the Petaluma City Schools District and a former Division 1 Track and Field athlete; and Gianna Biaggi, a lead petitioner on this charter petition and exercise enthusiast.

Both SEL and physical exercise help students manage and channel difficult emotions, to the benefit of their relationships and themselves. The Movement + Meals program will actively engage students in SEL practices, such as focus, emotion regulation, goal setting, and preparation and practice. MGAL's Movement program is designed to (1) ensure that all students are able to reach their full potential through engaging in the benefits of exercise, and (2) assist students in their social-emotional learning specifically through goal setting, preparation and practice, before classes start and before any meals are served.

MGAL's Movement program will be a daily morning hour of exercise. There are tremendous benefits to exercise and movement for students. Physical activity has a "positive influence on impulsive actions and executive functioning," which can help students perform better academically ("The Benefits of Physical Activity in Schools"). Physical activity also produces endorphins that can help students "regulate mood, pleasure and pain" ("The Benefits of Physical Activity in Schools."). The California Department of Education found that students that exercised regularly "scored twice as well on academic tests," when compared to students that did not exercise ("The Benefits of Physical Activity in Schools"). Similarly, the Institute of Medicine at Azusa Pacific University found that "physically active students are more focused, better retain information, and problem solve more successfully than their less active peers" ("The Benefits of Physical Activity in Schools").

Regular exercise also has positive benefits for the mental health of teenagers. Since 2013, the American Psychological Association has reported that adolescents have reported higher levels of stress than adults. The COVID-19 pandemic has exacerbated the stress of teenagers. Additionally, Sonoma County teenagers reported high stress levels due to the combined effects of the annual wildfires, and the COVID-19 pandemic. MGAL's Movement program is specifically designed to support the mental health of our students, understanding the challenges that they continue to face as individuals with historically marginalized identities in our community, as well as the unprecedented events of the past four years, such as the wildfires and the Covid-19 pandemic.

MGAL's Meals program is designed to provide healthy, local food options for all students, regardless of their socioeconomic status. The Food Research and Action Center has found many benefits to nutritional school breakfasts and lunches for students. Healthy school lunches can reduce food insecurity, obesity rates and poor health. Students that participate in healthy meal programs at school "have a positive impact on student food selection and consumption, especially for fruits and vegetables." Additionally, children that eat more fruits, vegetables and protein and fewer calories from fat perform better on literacy tests than children with a diet high in fat and salt.

MGAL's Meals program and SEL learning will help create a positive social and emotional school climate. The benefits of a healthy nutrition program in schools are also directly tied to the benefits for social emotional learning. According to the Centers for Disease Control, healthy school lunch programs can have many SEL benefits for students, including:

- Adequate seat time for students for meals "gives students the opportunity to socialize and connect with their peers"
- Providing healthy meals and nutrition education can teach students how to recognize when their emotions are influencing their eating habits and how to listen to internal cues of feeling hungry and full

MGAL's 11th and 12th grade students in the CTE Culinary Arts class will have the opportunity to assist MGAL's chef in preparing the food for the Meals program. MGAL will partner with the Culinary Arts department at Santa Rosa Junior College, and Chef Jim Cason of Santa Rosa Junior College for consultation on the creation of a full commercial kitchen suitable for students, as well proper training, certifications for all 11th and 12th grade students who will assist with the preparation of food, and the hiring of a CTE teacher as well as a Chef to assist with the creation of menus and meals. MGAL students and staff will abide by all local and state health regulations that pertain to the preparation and service of food to the public. See *Appendix B* for more information about MGAL's plan for a kitchen and Meals program.

MGAL's SEL and nutrition program will follow the Whole School, Whole Community, Whole Child framework, which shows how multiple aspects of the school environment support students' health, well-being, and academic success." MGAL will also use the Center for Disease Control Guidelines for School Nutrition Policies and Programs that Support Social and Emotional Learning Core Competencies, that will assist our Meals team in ensuring that everything we do is supporting our students' SEL goals.

Figure 7.4 Center for Disease Control Guidelines for School Nutrition Policies that Align with Social Emotional Learning

Social and Emotional Learning Core Competencies[4]	School Nutrition Policies and Practices that Support Social and Emotional Learning Core Competencies
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior.	• Nutrition education teaches students » to be aware of how it feels to be full and how it feels to be hungry.[5] » to recognize how healthy diet influences emotional well being and how emotions may influence eating habits.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.	• Nutrition education teaches skills, including » how to politely accept or turn down food. » how to stop eating voluntarily, according to internal cues.[5] • School does not use food (e.g., candy) as a reward for good behavior or academic performance, because this can interfere with developing intrinsic motivation.[2] • School limits food-based fundraisers and celebrations, which can encourage students to ignore internal hunger cues.
Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	• Cooking demonstrations or taste test activities are an opportunity for students to try new foods and be reminded that people differ in what they like to eat and that that's okay. • School meals are an opportunity to practice politely accepting or turning down food. • School policies address weight-based bullying and teasing.[2] • Nutrition promotion materials feature students who are reflective of the student body, including diverse race/ethnicity, students with disabilities, and different body shapes and sizes.
Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	• Adequate seat time during school meals allows students to both eat a nutritious meal and socialize with peers.[2] • Providing meals in the classroom can promote a sense of social responsibility if students take turns helping with tasks, including helping to deliver and distribute meals and cleaning up spills.[6] • When teachers eat meals with students, students can connect with a supportive and caring adult.[6] • School gardens and cooking classes can foster teamwork and strengthen relationships between peers and with teachers.
Responsible Decision-making: The ability to make constructive choices by considering ethics, safety, social norms, potential consequences, and the well-being of self and others.	• Nutrition education teaches about food marketing strategies to influence decisions and making healthy choices.[5] • School promotes use of share-tables to help reduce food waste.[7] • Self-serve options (e.g., salad bar) encourage students to take only what they will eat.

MGAL's school lunch program has been designed with our community resources in mind. Agriculture, specifically dairy, fruit, nuts and poultry, is one of the main industries in Sonoma County. MGAL's meal program will be a partnership between our Meals team and leading members of our agriculture community. Through in-kind donations, reduced prices, and support and expertise of local farmers, **all MGAL students and faculty will be served a nutritious, locally sourced breakfast and lunch at no cost.**

MGAL's meal program menu was designed by Chef Paloma Apgar, a Sonoma County native who has worked as a chef in multiple private and commercial settings, most notably Robert Mondavi restaurant in Napa, California. The Meals Menu was designed with the products of our proposed agriculture partners in mind.

MGAL will have a six-week menu cycle, so the breakfast and lunch options will change every six weeks. Additionally, through active participation of parents, students, faculty and community stakeholders, we will take into account the varying needs and feedback of each menu cycle, and seek to create a Meals menu that is fully receptive to the needs of our school and larger Sonoma County community.

Proposed Schedule and Academic Calendar

MGAL's academic calendar will meet the minimum instructional minutes required in Education Code Section 47612.5. **The proposed school calendar for 2022-2023 will include 180 instructional days for all students (grades 7-12). MGAL will work with the Petaluma City Schools District to create a school calendar that follows and aligns with all expectations of the District.** The MGAL team will work with the team at Petaluma City Schools District to coordinate our Professional Development days with that of the rest of the District, and to make sure that our school start and release times are similar to those of other schools in the District. MGAL's school calendar may be modified to coordinate with the calendars of the MGAL professional development partners.

1. Daily and Weekly Schedules

The MGAL daily schedule and annual calendar will provide more than the minimum number of instructional minutes set forth in Education Code Section 47612.5 and more than the required number of 175 school days. Section 47612.5 requires the following minimum number of instructional minutes:

- To pupils in grades 7-8, 54,000 instructional minutes per school year
- To pupils in grades 9-12, 64,800 instructional minutes per school year

The MGAL approach:

- All MGAL 7th-8th grade students will have at least 55,000 instructional minutes per school year, and 180 days of school per year.
- All MGAL 9th-12th grade students will have at least 65,000 instructional minutes per year, and 180 days of school per year.

MGAL will work directly with Petaluma City Schools District to create annual, weekly, and daily schedules that follow all expectations set, and contracts entered into, by the District.

2. Instructional day

The MGAL instructional day is designed to reflect our project-based learning pedagogy and

experiential learning focus.

The academic schedules for all grade levels will include the following structural elements.

Table 7.3 MGAL's Proposed Daily Schedule

Inst. Time	Hour	Block
50 mins	**8:30-9:20**	**MOVEMENT**
30 mins	**9:20-9:50**	**MEALS + Council**
70 minutes	**9:50-11:00**	**Instructional Block #1** • **Team #1: Spanish** • **Team #2: Math** • **Team #3: Humanities** • **Team #4: Biology**
70 Minutes	**11:00-12:10**	**Instructional Block #2:** • **Team #1: Humanities** • **Team #2: Spanish** • **Team #3: Math** • **Team #4: Humanities**
10 minutes	**12:10-12:20**	**Whole School BREAK**
70 minutes	**12:20-1:30**	**Instructional Block #3:** • **Team #1: Math** • **Team #2: Humanities** • **Team #3: Biology** • **Team #4: Humanities**
30 minutes	**1:30-2:00**	**Whole School LUNCH**
70 minutes	**2:00-3:10**	**Instructional Block #4:** • **Team #1: Humanities** • **Team #2: Spanish** • **Team #3: Biology** • **Team #4: Math**
15 mins	**3:10-3:25**	**Afternoon Snack + Council**
Total: 375 instructional minutes		

Table 7.4 Proposed Minimum Day Schedule

Instructional Time	Hour	Block
30 minutes	**8:30-9:00**	**MEALs + Council**
105 minutes	**9:00-10:45**	**Instructional Block #1:** • **Team #1: Spanish** • **Team #2: Humanities** • **Team #3: Humanities** • **Team #4: Biology**
BREAK	**10:45-10:55**	**Break**
105 minutes	**10:55-12:40**	**Instructional Block #2:** • **Team #1: Humanities** • **Team #2: Spanish** • **Team #3: Biology** • **Team #4: Humanities**
LUNCH	**12:40-1:10**	**Schoolwide Lunch**
80 minutes	**1:10-2:30**	**Genius Hour: Passion Project Time**
Instructional Time: 320 minutes		

The MGAL leadership team will collaborate directly with Petaluma City Schools District to ensure that our instructional minutes, and our weekly and daily schedules, meet all District and state requirements.

MGAL's Project-Based Learning Pedagogy

MGAL will use a project-based learning pedagogy. PBL is a pedagogical approach to instruction that engages students in content-rich exploration using authentic, real-world work as a vehicle. The following sections describe MGAL's PBL pedagogy, and how it will be implemented, including: The What, The Why, Developing Projects, Project Mapping, Project Planning, Project Phases and the Public Product. All MGAL faculty and students will be well-versed in all aspects of each project, from the beginning "What" to the Public Product and presentation stage.

MGAL's project-based learning pedagogy will follow the Buck Institute of Education's Gold Standard PBL framework. The Buck Institute for Education's Seven Essential Project Design Elements are below:

Sustained Inquiry	MGAL students will engage in a rigorous process of posing questions, finding resources and applying information to solve big problems and questions.
A Challenging Problem or Question	All of MGAL's projects will be framed by a meaningful problem to be solved or question to answer. MGAL projects will also focus on specific challenges to the Sonoma County community.
Authenticity	All of MGAL's projects will involve real world context, tasks, tools, quality standards, or impact. MGAL's projects will also speak to the unique concerns of our students, and our Sonoma County community.
Student Voice and Choice	MGAL students will be able to make some decisions about the projects they work on, including how they work, what they create, and what the solution is. MGAL students will express their own ideas in their own voice.
Critique, Revision and Iteration	MGAL students will give and receive feedback throughout the project process. MGAL students will honor our core value of "process over product" through iterations of student work.
Reflection	MGAL students will reflect on the learning, the effectiveness of their inquiry, and project prototype and final product, as well as the obstacles they faced throughout the process. Students will also reflect on their own work and the work of their team through "I Can" documents.
Public Product	MGAL students will present their work to the Petaluma and larger Sonoma County community through exhibition nights, as well as presentations at local organizations, such as 20-30 and Rotary clubs.

MGAL will use the New Tech Network Key Elements for High-Quality Project-Based Learning among our faculty and staff. These elements include **The What and The Why?**

The What: The importance of the Project

Project as Driver	The project experience drives everything that we do as a school. Projects are the center of everything we do as a school ecosystem.
Rethink Time and Space	The project experience pushes the boundaries of time and space. The project experience does not adhere to the traditional bounds of the classroom.
Deepen Skills-Based	The project experience deepens the roots of core academic skills

Learning	(ELA, Math, etc.), while also ensuring that equally important life skills (critical thinking, communication, etc.) are practiced.
Increase "Life" Readiness	Skills related to readiness for college, career, and life are woven into the fabric of our work.
Keeping the Core at the Focus	The two foundational pieces of the MGAL model, (1) a physically and emotionally safe space, and (2) a culturally sustaining curriculum that focuses on gender equity and anti-racism, are at the core of everything that we do.

The Why: Why do we do what we do?

The MGAL team believes that high-quality project-based learning and a culturally sustaining curriculum that focuses on gender equity and anti-racism can transform the educational landscape of Sonoma County. At the core of our "Why" behind our collective work is:

1. **Identity Matters:** All students deserve a physically and emotionally safe school, where all aspects of their identity are honored, and where the curriculum is uplifting and celebratory of all identities.
2. **Schools be Catalysts for Change:** Students and schools can make a positive impact in the community. Solving problems that matter promotes content, skill, and cultural progression so students know what they are learning and how they can use it.
3. **Learning Should be Future-Focused:** The future is uncertain, but we have the ability to prepare students for it. Students should have control over their vision and plan for the future.
4. **Relevance is Key:** Projects and learning should reflect the relevant issues in our Sonoma County community, and the larger state of California. MGAL needs to stay relevant through creating unique opportunities and experiences for all students.

<u>Developing Projects</u>

Coming up with a comprehensive, authentic project theme and idea can be challenging. MGAL's comprehensive professional development plan will ensure that teachers are supported in developing projects. Teachers will also work directly with the Director of Pedagogy and Innovation to develop projects. Projects at MGAL will be relevant, authentic and academically rigorous. There are many different inspiration points for project ideation. Some include:

- **Current Events & News:** What is going on in the Petaluma and Sonoma County community? What is going on in the state of California, or across the United States?

- **Student & Teacher Passions:** What are students passionate about? What are teachers passionate about? How can we bring those passions together?

- **Local, National and Global Issues:** What are issues that directly affect MGAL students, or students in other parts of the United States and the world?

- **Local Partnerships:** How can MGAL students support our local Petaluma and Sonoma County partners?

- **Curricular Themes:** What are the major interdisciplinary themes across curriculums and classes, and how can we create a project that addresses both of them?

MGAL teachers, administrators and students will use the Buck Institute for Education Essential Project Design Elements Checklist when developing project ideas (see next section).

Project Design Rubric

All MGAL projects will follow the Buck Institute of Education Project Design rubric, to ensure that projects are designed to fully meet the Gold Standard PBL model. These rubrics will be used to both design and revise projects, as well as give formative feedback on project design. These rubrics are below.

Figure 7.5 Buck Institute of Education Gold Standard Project Based Learning Checklist

ESSENTIAL PROJECT DESIGN ELEMENTS CHECKLIST

WHATEVER FORM A PROJECT TAKES, IT MUST MEET THESE CRITERIA TO BE GOLD STANDARD PBL.

DOES THE PROJECT MEET THESE CRITERIA?	👍	👎	?
KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.			
CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.			
SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.			
AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.			
STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.			
REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.			
CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.			
PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.			

Figure 7.6 Buck Institute of Education Gold Standard Project Design Rubric, Part 1

PROJECT DESIGN RUBRIC

	Lacks Features of Effective PBL *The project has one or more of the following problems in each area:*	**Needs Further Development** *The project includes some features of effective PBL but has some weaknesses.*	**Includes Features of Effective PBL** *The project has the following strengths:*
Student Learning Goals: **Key Knowledge, Understanding & Success Skills**	• Student learning goals are not clear and specific; the project is not focused on standards. • The project does not explicitly target, assess, or scaffold the development of success skills.	• The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. • Success skills are targeted, but there may be too many to be adequately taught and assessed.	• The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. • Success skills are explicitly targeted to be taught and assessed, such as critical thinking, collaboration, creativity, and project management.
Essential Project Design Element:			
Challenging Problem or Question	• The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. • The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: – it has a single or simple answer. – it is not engaging to students (it sounds too complex or "academic" like it came from a textbook or appeals only to a teacher).	• The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. • The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). • The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.	• The project is focused on a central problem or question, at the appropriate level of challenge. • The project is framed by a driving question, which is: – open-ended; there is more than one possible answer. – understandable and inspiring to students. – aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	• The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. • There is no process for students to generate questions to guide inquiry.	• Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). • Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.	• Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). • Inquiry is driven by student-generated questions throughout the project.

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Figure 7.7 Buck Institute of Education Gold Standard Project Design Rubric, Part 2

Authenticity	• The project resembles traditional "schoolwork;" it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students' personal interests.	• The project has some authentic features, but they may be limited or feel contrived.	• The project has an authentic context, involves real-world tasks, tools, and quality standards, makes an impact on the world, and/or speaks to students' personal concerns, interests, or identities.
Student Voice & Choice	• Students are not given opportunities to express their voice and make choices affecting the content or process of the project; it is teacher-directed. • (Or) Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.	• Students are given limited opportunities to express their voice and make choices, generally in less important matters (deciding how to divide tasks within a team or which website to use for research). • Students work independently from the teacher to some extent, but they could do more on their own.	• Students have opportunities to express their voice and make choices on important matters (topics to investigate, questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks). • Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.
Reflection	• Students and the teacher do not engage in reflection about what and how students learn or about the project's design and management.	• Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.	• Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's design and management.
Critique & Revision	• Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers. • Students do not know how or are not required to use feedback to revise and improve their work.	• Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. • Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.	• Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. • Students use feedback about their work to revise and improve it.
Public Product	• Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.	• Student work is made public only to classmates and the teacher. • Students present products, but are not asked to explain how they worked and what they learned.	• Student work is made public by presenting, displaying, or offering it to people beyond the classroom. • Students are asked to explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.

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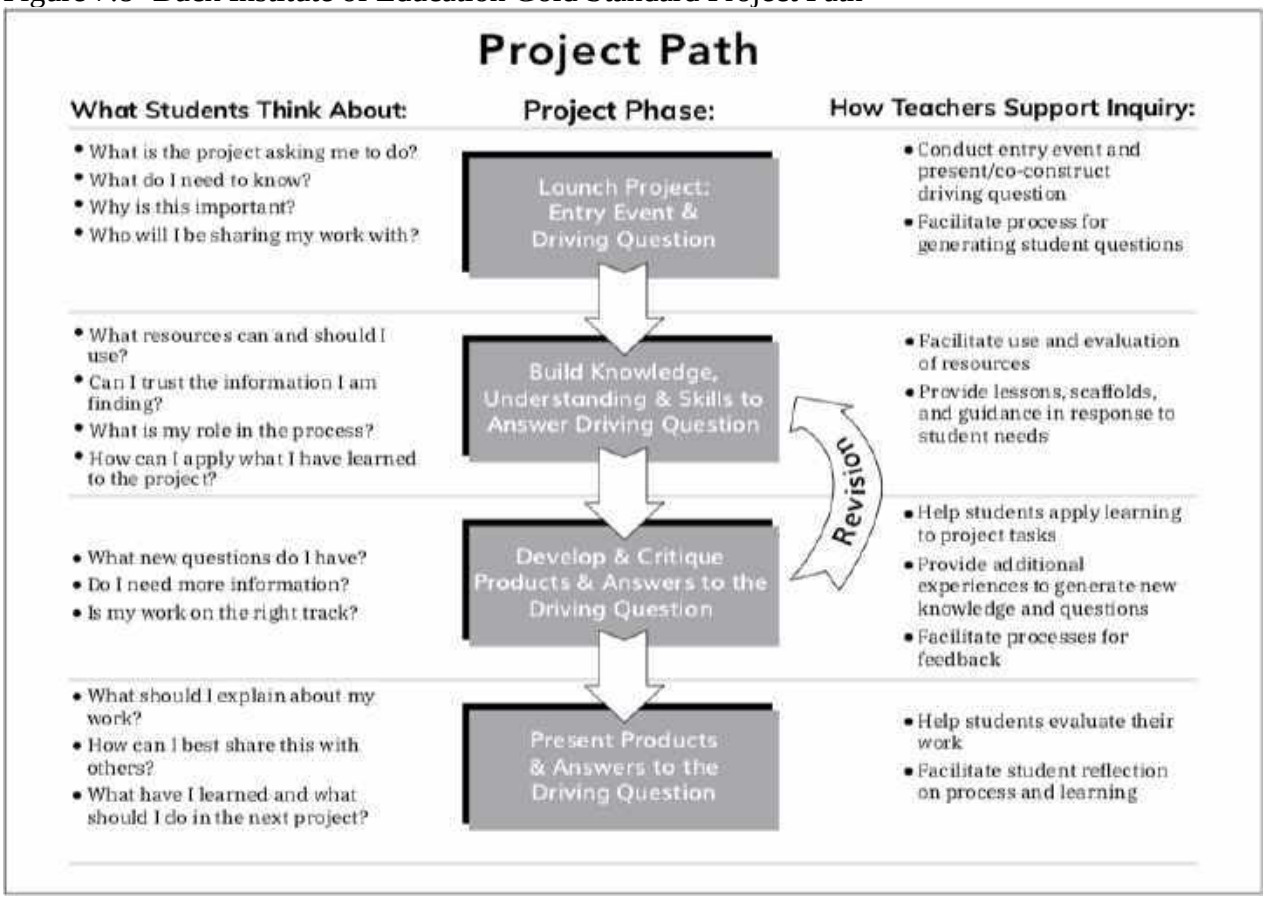
The Project Path & Project Mapping

MGAL faculty will follow the Buck Institute for Education's Project Path. The project phase includes four essential steps:

1. **Launching the Project:** Students participate in an entry event, and determine the driving question
2. **Building Knowledge:** Students learn the skills and knowledge they need to answer the driving question.
3. **Critique and Revision:** Students and teachers engage in critique and feedback sessions, as well as revision of their project.
4. **Public Presentation:** Students present their project and answer the driving question to a public audience. Students answer questions about their findings.

Figure 7.8- Buck Institute of Education Gold Standard Project Path



Project Planning

The four key areas for project planning are: (1) begin with the end in mind, (2) identify the targets (3) determine the culmination and (4) create the path.

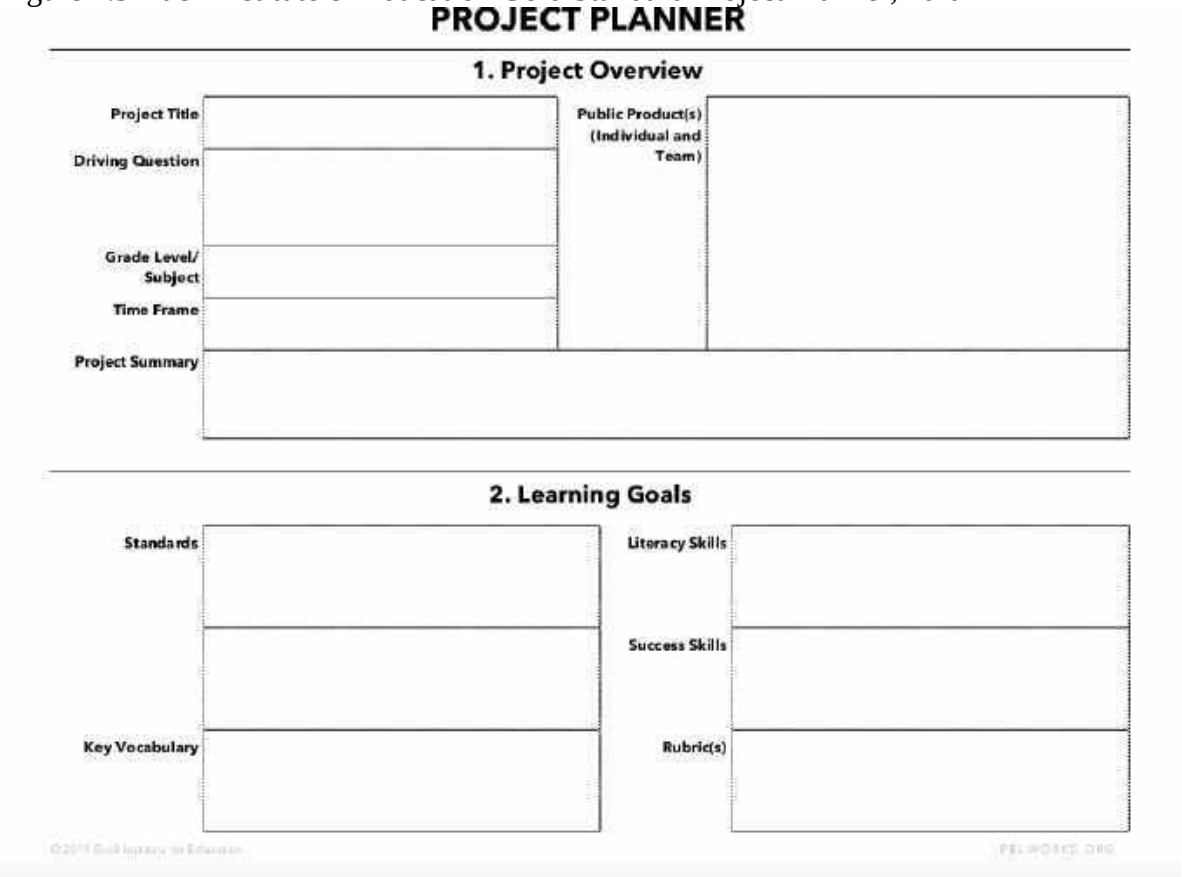
MGAL faculty and students will participate in project mapping to ensure that projects are well planned and able to properly be completed. Project Mapping allows faculty and students to think through these big questions:

- How do we move from planning day-by-day to planning the big picture and modifying day-by-day?
- How do we step from the different phases of planning seamlessly - planning the planning, planning the project, creating the project, running the project, modifying the project, reflecting on the project?
- Why is it important to see how projects connect across the scope of a semester, of a year, from grade level to grade level?

Project mapping will help answer the question: How do the core experiences of our projects build upon each other WITHIN a project from project to project? MGAL faculty and teachers will use the Buck Institute of Education Project Planning Tool. The tool will allow teachers to plan an overview of the entire project, including the final public project. Students will have the opportunity

to share their ideas for their final public project with teachers during the project planning phase.

Figure 7.9 Buck Institute of Education Gold Standard Project Planner, Part 1



PROJECT PLANNER

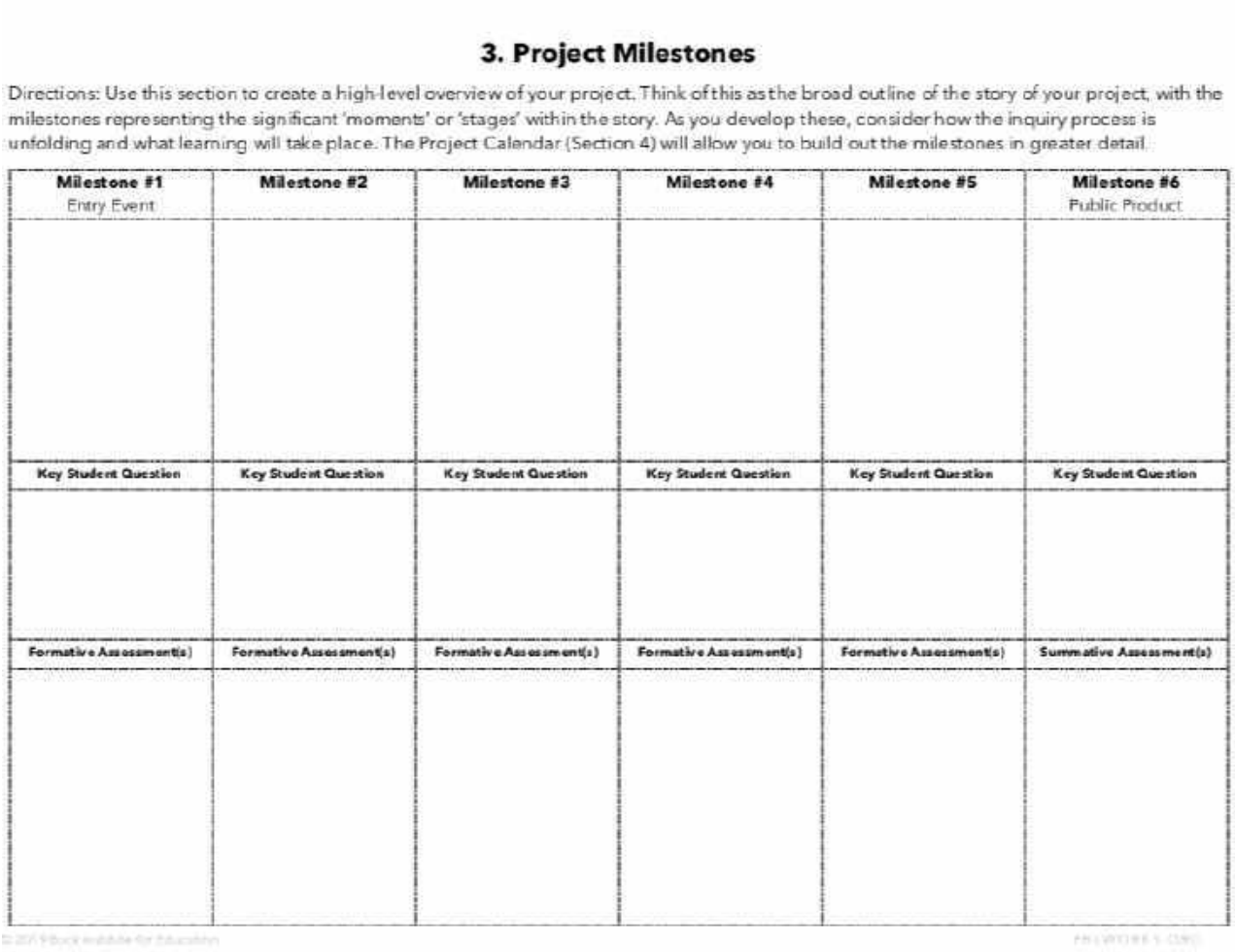
1. Project Overview

Project Title		Public Product(s) (Individual and Team)	
Driving Question			
Grade Level/ Subject			
Time Frame			
Project Summary			

2. Learning Goals

Standards		Literacy Skills	
		Success Skills	
Key Vocabulary		Rubric(s)	

Figure 7.10 Buck Institute of Education Gold Standard Project Planner, Part 2



3. Project Milestones

Directions: Use this section to create a high-level overview of your project. Think of this as the broad outline of the story of your project, with the milestones representing the significant 'moments' or 'stages' within the story. As you develop these, consider how the inquiry process is unfolding and what learning will take place. The Project Calendar (Section 4) will allow you to build out the milestones in greater detail.

Milestone #1 Entry Event	**Milestone #2**	**Milestone #3**	**Milestone #4**	**Milestone #5**	**Milestone #6** Public Product
Key Student Question	**Key Student Question**	**Key Student Question**	**Key Student Question**	**Key Student Question**	**Key Student Question**
Formative Assessment(s)	**Formative Assessment(s)**	**Formative Assessment(s)**	**Formative Assessment(s)**	**Formative Assessment(s)**	**Summative Assessment(s)**

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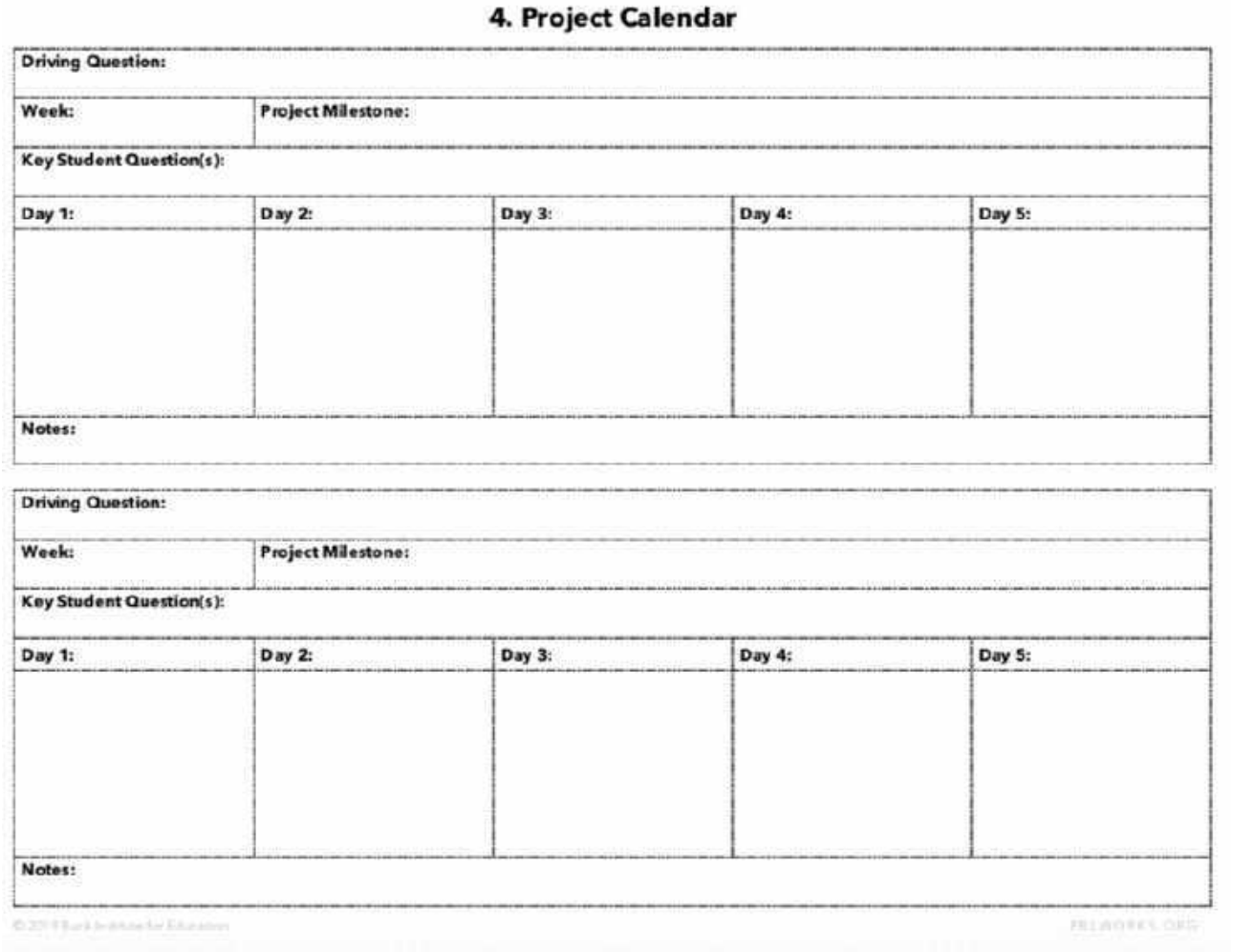
Figure 7.11 Buck Institute of Education Gold Standard Project Planner, Part 3



4. Project Calendar

Driving Question:				
Week:	**Project Milestone:**			
Key Student Question(s):				
Day 1:	**Day 2:**	**Day 3:**	**Day 4:**	**Day 5:**
Notes:				

Driving Question:				
Week:	**Project Milestone:**			
Key Student Question(s):				
Day 1:	**Day 2:**	**Day 3:**	**Day 4:**	**Day 5:**
Notes:				

Final Public Product

All MGAL projects will have a final public product component, where work is shared with an audience outside of peers in the classroom. The culmination of public work is "displayed, discussed and critiqued" by individuals in other MGAL classes, and the Petaluma and Sonoma County community.

MGAL faculty and students will work together to identify the appropriate audience for the context of the project. Sometimes that audience will be industry experts, families, students, and other members of the school community, or individuals who might benefit from, use, or participate in the project.

Public presentation is an incredibly important aspect of project-based learning. Students that participate in public presentations have the opportunity to reflect on their learning, practice and enhance their public speaking skills, while getting comfortable in front of an audience. Public

presentation in front of industry experts, and also gives students the opportunity to practice authentic, real-world skills.

MGAL's Departments and Proposed Courses

Grades 7-8
MGAL 7th and 8th grade students will have the opportunity to explore different courses in technology, engineering and digital design while preparing for the rigors of the 9th-12th grade.

The State Standards will be used as a foundation for project and unit development in grades 7th and 8th. The State Standards will be mapped out during the development of curriculum, to ensure that all students are meeting the necessary State Standards for each core academic course Additionally, MGAL teachers will focus on the six competencies of Deeper Learning in all of their work:

- Master Core Academic Coursework
- Think Critically and Solve Complex Problems
- Work Collaboratively
- Communicate Effectively
- Learn How to Develop Academic Mindsets

MGAL will be a block schedule school model, where students take core classes in two-hour blocks. **One semester long course is worth 1.5 credits. In the two 70 minute long blocks daily, students will receive a year's worth of credit (3.0 credits) in one Semester.**

In grades 7-8, core courses of Humanities and STEAM will be taught in a year-long (3.0 credits) block schedule model. Students will take Humanities and STEAM for the entire year. Elective Courses of Engineering, and Digital Design will be taught for half of a year (1.5 credits). MGAL's Lower School Departments and Proposed Courses are as follows:

7th Grade

Department	7th Grade Proposed Courses	Course Length
Humanities (History + English)	● English Language and Literature ● History of People with Marginalized Genders	● 2 semesters (1 full academic year)
STEM (Mathematics + Science)	● Math + Science (Integrated course)	● 2 semesters (1 full academic year)
Communications	● Introduction to Social Entrepreneurship (Flex Course)	● 1 semester (½ academic year)
STEAM/Art	● Introduction to Digital Design	● 1 semester (½ academic year)

	(Flex Course)	
Movement	• Daily Movement: HIIT, Tabata, Yoga, Walking/Running	• 2 semesters (1 full academic year)

Department	**8th Grade Proposed Courses**	**Course Length**
Humanities (History + English)	• English Language and Literature • Introduction to Ethnic Studies	• 2 semesters (1 full academic year)
STEM (Mathematics + Science)	• Pre-Algebra + Science (Integrated course)	• 2 semesters (1 full academic year)
STEAM	• Robotics (Flex Course)	• 1 semester (½ academic year)
Humanities	• Spanish I	• 1 semester (½ academic year)
Movement	• Daily Movement: HIIT, Tabata, Yoga, Walking/Running	• 2 semesters (1 full academic year)

MGAL Lower School Departments & Courses
This section provides a description of academic courses with examples of instructional strategies and student applications of learning embedded into the curriculum. MGAL will observe the right to modify the instructional program and course offerings and descriptions, where necessary to serve the needs of our school community.

Humanities Department

7th Grade Humanities
7th grade humanities is an integrated English and History of People with Marginalized Genders class. This course content focuses on teaching students skills and strategies for critical independent reading, writing, problem solving, and critical thinking, while giving students to see the connections between historical events in history, and the present day realities of people with marginalized genders in the world. Each major unit will integrate a core English text with elements of history, student projects will focus on past and current issues in this history of people with marginalized genders, and the work that still needs to be done. Core texts may include, but are not limited to: *Radium Girls* by Kate Moore, and *The Breadwinner* by Deborah Ellis. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences. Each project will culminate in a final public presentation for the MGAL, Petaluma and Sonoma County Community. An example for the class' final project includes: writing a short story, presenting an essay at a mock conference, and collaborating on a multi-

authored paper/short story. Grades will be determined on formative assessments, such as reading quizzes, content quizzes, and project updates. The summative assignment is the project which is 60 percent of a student's grade.

8th Grade Humanities
8th Grade Humanities is an integrated English and Ethnic Studies class that gives students the opportunity to explore their own racial identity and understand all facets of United States History. This course content focuses on teaching students strategies for critical thinking, writing longform essays, public speaking and presentations. There will be an emphasis on informative, argumentative and narrative writing. Each major unit will integrate a core English text with elements of Ethnic Studies. Core texts include, but are not limited to: *An Indigenous People's History of the United States* (Adapted for Young Readers) by Roxane Dunbar-Ortiz, *Stamped from the Beginning* (Teen Version) by Ibram X. Kendi and Jason Reynolds and *American Born Chinese* by Gene Luen Yang. Projects will allow students to deeply investigate their own racial and ethnic identities, while engaging with the larger Sonoma County community. The goal of instruction is to support students in becoming critical readers, thinkers and community members, as well as ensure that students can write reflective longform essays, and confidently present to the Sonoma County community. Each project will culminate in a final public presentation for the MGAL, Petaluma and Sonoma County Community. An example for the class' final project includes: interviewing local authors, creating a writing portfolio, presenting an essay in a digital, story-telling genre. Grades will be determined on formative assessments, such as reading quizzes, content quizzes, and project updates. The summative assignment is the project which is 60 percent of a student's grade.

8th Grade Spanish
The 8th grade Spanish course is designed to develop Spanish speaking skills, and help students draw comparisons and make connections between Spanish speaking cultures and their home culture. Students will examine life in Spanish speaking countries, Spanish speaking communities in California and Sonoma County. Students will express and understand receptively ideas on topics such as common conversational phrases, vocabulary using numbers, calendar and weather, descriptions and likes and dislikes. Each project will culminate in a final public presentation in Spanish to the MGAL school and Sonoma County communities.

If there are students that have already demonstrated native fluency or proficiency in Spanish, MGAL will be provide more advanced instruction through an additional 8th Grade Advanced Spanish class.

STEAM Department

7th Grade STEAM
7th grade STEAM is an inquiry-oriented, interdisciplinary science and math class that will give students the opportunity to explore the natural world around them, its processes, and the way human activities cause energy to flow and matter to cycle Earth's systems using both the scientific method and core mathematics skills. Students will focus on primary mathematics concepts of proportional relationships between numbers, probability, measurement and applying basic math skills (addition, subtraction, multiplication, division) in problem solving situations. This course

will align with both the CCSS for 7th Grade Mathematics and the NGSS. MGAL's partnerships with local farmers and State Parks will give students the opportunity to put their learning into practice. Projects will allow students to practice their scientific and mathematics skills and demonstrate their knowledge of concepts while solving authentic problems in our Sonoma County community. Each project will culminate in a final public presentation to the community.

7th Grade Introduction to Social Entrepreneurship
Introduction to Social Entrepreneurship is a hands-on, exploratory class, where students practice their critical thinking and problem-solving skills. Students will have the opportunity to solve real-world problems in Sonoma County through entrepreneurship. There will be an emphasis on learning to solve problems through the design thinking process, and the equityxdesign thinking modules. Every unit will focus on a core project, and a guiding question, chosen and designed by students and the teacher. Guiding question examples are: How do we solve homelessness in Sonoma County? What can we do to make sure everyone has healthy and nutritious food to eat in Petaluma? Local Sonoma County members and experts will be invited into class on a monthly basis to speak with students and offer feedback on their work. Every project will culminate in a public presentation to the community.

7th Grade Introduction to Digital Design
Introduction to Digital Design is an art and technology-based course where students will have the opportunity to learn how to use Adobe Creative Cloud programs and flex their creative muscles. Digital Design students will explore graphic design, animation, photography and advertising. Students will work on creating different digital art projects and present them to the public during community exhibitions.

8th Grade STEAM
8th grade STEAM is an inquiry-oriented, interdisciplinary science and math class where students will design, implement and reflect on experiments. Projects will integrate science topics: the scientific method, atoms and molecules, kinetic and potential energy, thermal energy and particle motion and energy with pre-algebra skills. This course will align with both the CCSS for 8th Grade Mathematics and the NGSS. MGAL's partnerships with local farmers and State Parks will give students the opportunity to put their learning into practice. Projects will allow students to practice their scientific and mathematics skills and demonstrate their knowledge of concepts while solving authentic problems in our Sonoma County community. Each project will culminate in a final public presentation to the community.

8th Grade Robotics
8th grade Robotics is an integrated course that focuses on mechanics, electronics and automation. This course will align with NASA's Robotics Alliance Project standards. Students will use their mathematics and science skills to build, experiment, create through physical and virtual platforms. Sonoma State University and Santa Rosa Junior College Robotics teams will visit to provide feedback and support to MGAL students. Every project will culminate in a final public presentation to the community.

Lower School Flex Classes

Lower School "flex classes" are electives that are subject to change based on a variety of factors, including, but not limited to: the specific needs of incoming students, families and the Petaluma City Schools district and the availability of credentialed teachers able to teach these subjects. The MGAL leadership team will work directly with our families and the District to ensure that these flex classes are appropriate to students developmental and academic needs. MGAL students will also have the opportunity to propose ideas for flex classes to the school leadership.

Grades 9-12
MGAL's courses for grades 9-12 will be aligned to the State Standards for grades 9-12 and aligned with the UC A-G requirements.

Grades 9-12 at MGAL will also be a block schedule school model, where students take core classes in two hour blocks. **One semester long course is worth 1.5 credits. In the two 70-minute blocks daily, students will receive a year's worth of credit (3.0 credits) in one semester. All Math courses in grades 9-12 will be taught on a traditional schedule; students will take Math both semesters (3.0 credits).**

MGAL teachers in grades 9-12 will also focus on the six competencies of Deeper Learning:

- Master Core Academic Coursework
- Think Critically and Solve Complex Problems
- Work Collaboratively
- Communicate Effectively
- Learn How to Develop Academic Mindsets

All MGAL core courses will be approved by the University of California to ensure alignment with A-G requirements.

9th Grade

Department	9th Grade Proposed Courses	Course Length
Humanities (History + English)	• English I • Queer Studies and History	• 2 semesters (1 full academic year) • 3.0 Credits
STEM	• Algebra I	• 2 semesters (1 full academic year) • 3.0 Credits
STEM	• Biology	• 1 semester (½ full academic year) • 1.5 Credits
Humanities	• Spanish II	• 1 semester (½ academic year) • 1.5 Credits
Movement	• Daily Movement: HIIT, Tabata, Yoga, Walking/Running	• 2 semesters (1 full academic year) • 3.0 Credits

10th Grade

Department	10th Grade Proposed Courses	Course Length
Humanities (History + English)	• English II • History of People with Marginalized Genders	• 2 semesters (1 full academic year) • 3.0 Credits
STEM	• Geometry	• 2 semesters (1 full academic year) • 3.0 Credits
STEM	• Chemistry	• 1 semester (½ full academic year) • 1.5 Credits
Humanities	• Spanish III	• 1 semester (½ academic year) • 1.5 Credits
Movement	• Daily Movement: HIIT, Tabata, Yoga, Walking/Running	• 2 semesters (1 full academic year) • 3.0 Credits

11th Grade

Department	11th Grade Proposed Courses	Course Length
Humanities (History + English)	• English III (Honors Option) • Ethnic Studies: A History of the United States	• 2 semesters (1 full academic year) • 3.0 Credits
STEAM	• Algebra II	• 2 semesters (1 full academic year) • 3.0 Credits
STEAM	• Physics	• 1 semester (½ full academic year) • 1.5 Credits
CTE	• Digital Media and Design	• 1 semester (½ academic year) • 1.5 Credits
Career Technical Education	• Culinary Arts and Community Building	• 1 semester (½ academic year) • 1.5 Credits
Movement	• Daily Movement: HIIT, Tabata, Yoga, Walking/Running	• 1 semester (½ academic year) • 1.5 Credits

12th Grade

Department	12th Grade Proposed Courses	Course Length
Humanities	• English IV (Honors	• 2 semesters (1 full academic year)

(History + English)	Option) ● Government and Civics	● 3.0 Credits
STEAM	● Math 4 & Calculus	● 2 semesters (1 full academic year) ● 3.0 Credits
CTE	● Culinary Arts and Digital Design-Students will have the opportunity to pick either pathway, and stay in it for the year.	● 2 semesters (1 full academic year) ● 3.0 Credits
Leadership Skills	● On Campus Leadership	● 2 semesters (1 full academic year) ● 3.0 Credits
College-Preparatory Elective	● Social Justice Advocacy	● 1 semesters (½ academic year) ● 1.5 Credits

9th-12th Departments and Classes

This section provides a description of academic courses with examples of instructional strategies and student applications of learning embedded into the curriculum. Our focus on teacher autonomy means that teachers will have the power to choose the curriculum, projects and core focuses, while ensuring that we follow the State Standards in everything that we do. MGAL will observe the right to modify the instructional program and course offerings and descriptions, where necessary to serve the needs of our school community.

Humanities Department

9th Grade Humanities

9th grade humanities is an integrated English and Queer Studies course where students will read, think and discuss critically and constructively. This course content focuses on teaching students skills and strategies for critical thinking and group discussion, literary analysis, writing and grammar usage, and authentic world problem solving. This course is designed to address all of the Ninth Grade CCSS for English Language. This course will give students the opportunity to study LGBTQIA+ leaders, changemakers, authors and poets, read their seminal texts, and discuss their legacy on the LGBTQIA+ community today. Each major unit project will integrate a core English text by or about a member of the LGBTQIA+ community. Core texts include, but are not limited to: *Where We Go From Here* by Lucas Rocha and *All Out* by Saundra Mitchell. The goal of instruction is to support students in becoming independent thinkers, critical readers, and dynamic writers. Each project will culminate in a final, public presentation to the Sonoma County community. An example for the class' final project includes: collaborative community centered stories, multiple drafts of the same writing piece. Grades will be determined on formative assessments, such as reading quizzes, content quizzes, and project updates. The summative assignment is the project which is 60 percent of a student's grade.

9th Grade Spanish II

The ninth grade Spanish II class will build on the skills developed in the eighth grade Spanish I class. Students will expand their vocabulary, learn additional verb tenses, and develop more advanced reading, writing, and speaking in Spanish. Students will work on projects that use the Spanish speaking skills to solve problems in the Sonoma County community. Projects will culminate in a final exhibition to the Sonoma County community.

If there are students that have already demonstrated native fluency or proficiency in Spanish, MGAL will be provide more advanced instruction through an additional 9th Grade Advanced Spanish class.

10th Grade Humanities

The tenth grade Humanities class is an interdisciplinary course with history of People with Marginalized Genders. Students will focus on using language as an intellectual, social and artistic tool to more deeply access our worlds and transform our community. Students will also enhance their ability to comprehend, analyze text, and write coherently, as well as develop their listening and speaking skills as they collaborate to complete rigorous projects. This course is designed to address all Tenth Grade CCSS for English Language. Students will learn about the cultural, economic, political and social developments throughout world history, and more specifically the roles and contributions of women, femmes and non-binary people. Each major project unit will integrate a core Women's history text, including, but not limited to: ***Becoming Ms. Burton*** by Susan Burton, and *Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval* by Saidiya Hartman. The goal of instruction is to support students in understanding the history of all people with marginalized genders and how such history still affects us today. Projects will culminate in a final, public presentation to the Sonoma County community.

10th Grade Spanish III

The tenth grade Spanish II class will build on the skills developed in the eighth and ninth grade Spanish I and Spanish II classes. Students will expand their vocabulary, and develop highly advanced reading, writing, and speaking in Spanish. Students will work on projects that use their Spanish speaking skills to solve problems in the Petaluma and Sonoma County community. Projects will culminate in a final exhibition to the Sonoma County community.

If there are students that have already demonstrated native fluency or proficiency in Spanish, MGAL will be provide more advanced instruction through an additional 10th
Grade Advanced Spanish class.

11th Grade Humanities

The eleventh grade Humanities class is an interdisciplinary course with Ethnic Studies and United States History. This course will operate from the consideration that race and racism continue to be powerful social and cultural forces in American society. This course will focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US throughout United States history, and how race and racism continue to shape American policy, politics and society. This course is design to address all Eleventh Grade CCSS for English Language. Students will also explore their own racial and ethnic identity and

personal connections to local and national history, and examine Core texts include, but are not limited to: *Caste* by Isabel Wilkerson, an *African American and Latinx History of the United States* by Paul Ortiz and *The Making of Asian America*, by Erika Lee. All projects will culminate in a final public presentation to the Sonoma County community. An example for the class' final project includes: oral history projects, constructing a documentary. Grades will be determined on formative assessments, such as reading quizzes, content quizzes, and project updates. The summative assignment is the project which is 60 percent of a student's grade.

11th Grade Honors English Option
Students that are interested may participate in an optional 11th grade Honors English Program. This will not be a separate class, but rather, students will participate in additional higher-level academic work and a separate Honors English project, to receive Honors credit.

12th Grade Humanities
The twelfth grade Humanities class will give students the opportunity to practice their critical reading, critical reading, literary analysis and argumentation. This is an integrated class with Government and Civics. Students will study Social Movements and Revolutions in the United States, and their ties to individual rights, civic duties for citizens, the three branches of government and their functions, national and state politics, the U.S. Constitution and our economic system. This course is designed to address all Twelfth Grade CCSS for English Language. All projects will culminate in a final public presentation.

12th Grade Honors English Option
Students that are interested may participate in an additional 12th grade Honors English program. This will not be a separate class, but rather, students will participate in additional higher-level academic work and complete an Honors English project to receive Honors credit.

12th Social Justice and Advocacy
This college-preparatory elective will give twelfth grade students the opportunity to research a local, national or global cause they are interested in, understand its underlying root cause, and come up with innovative solutions for raising awareness and garnering community support. This class will function as a college seminar course, where students will participate in independent research, and carry out their advocacy project within the community. Students will flex their analytical thinking and research skills, as well as practice their oral communication, presentation and public speaking skills. Core texts include but are not limited to: *Upstream* by Dan Heath and *The Switch* by Chip and Dan Heath. This course will directly align with the University of California College-Preparatory Elective Course Content Guidelines. Students' final advocacy projects will culminate in a public presentation to the Sonoma County community. An example for the class' final project includes: criminal justice reform, DACA informed content, gender inclusive reform, etc. Grades will be determined on formative assessments, such as reading quizzes, content quizzes, and project updates. The summative assignment is the project which is 60 percent of a student's grade.

STEAM
9th Grade Algebra I

This course will introduce students to the abstract study of numbers and their relationship to one another. Students will develop basic Algebra skills that can give them more sophisticated ways of solving problems. Students are required to write about the math, apply the math skills to solve real world problems, present their solutions to the class, and collaborate effectively with their teams. Students' projects will revolve around using Algebra and algebraic equations to solve authentic problems in the Sonoma County community. All projects will culminate in a final public presentation. This course will align with State Standards for Algebra I.

9th Grade Biology

This course is designed to introduce students to the principles of biological science within a laboratory environment. Areas of study will include: scientific method, chemistry of life, the cell, photosynthesis, mitosis, meiosis, heredity, evolution, viruses, bacteria, microscope use, classification and characteristics of plant and animal phyla. This course will align with Next Generation Science Standards for 9th grade students in California. Students will complete laboratory experiments and projects and use biology to solve adult-world problems. MGAL's partnerships with local farms will give students the opportunity to participate in farm and agriculture-based projects, as well as learn from local biologists about Sonoma County's rich biological diversity. Students will also study Sonoma County's agricultural industry and learn about the ways that local ecosystems produce our food. All projects will culminate in a final public presentation. An example for the class' final project includes: a science proposal for a specific necessary community element, an app to help with water filtration, etc. Grades will be determined on formative assessments, such as reading quizzes, content quizzes, and project updates. The summative assignment is the project which is 60 percent of a student's grade.

10th Grade Geometry

Students in this course will study the relationship between figures and properties, points, lines, planes and other geometric figures as they relate to our physical world. Students will learn to measure geometric figures and their areas and volumes as well as develop their logic and reasoning skills. Students will also practice deductive and inductive reasoning. Students will use their geometry skills to solve authentic real-world problems and build structures and tools that will improve our community. This course will address all State Standards for Geometry for 10th grade students. All projects will culminate in a public final presentation.

10th Grade Chemistry

Students in this course will study the basic principles of chemistry through hands-on laboratory experiences, practice problems, and authentic, real-world projects. Students will study basic laws of chemistry, the periodic system, structures, interactions, and energy relationships. Students will use mathematical problem solving and chemistry knowledge to complete projects that have adult-world connections. This course will align with Next Generation Science Standards for 10th grade students in California; this course is designed to ensure students complete the California Next Generation Science Standards. MGAL's partnerships with local businesses such as Sonoma Creamery, will give students the opportunity to see chemistry in action through cheese and food making. Guest speakers will include local chemists, food scientists and farmers will come to discuss how they use chemistry in real life. All student projects will culminate in a final public presentation.

11th Grade Algebra II
Students will practice using mathematics to solve problems in Algebra II. Students will practice specific skills in algebraic manipulation, linear systems, equation solving, graphing, matrices and probability. This course aligns with the State Standards for High School Algebra II. Students will use their Algebra II skills to come up with solutions for local problems, and to build out interactive projects. Guest speakers will include Sonoma State University Mathematics professors. All students will present their final projects to the community at exhibition nights.

11th Grade Honors Math Option
Students that are interested may participate in an optional 11th grade Honors Mathematics Program. This will not be a separate class, but rather, students will participate in additional higher-level academic work and a separate Honors Mathematics project, to receive Honors credit.

11th Grade Physics
This course will give students the opportunity to explore core physics principles, including Newton's Three Laws of Motion, interactions of matter and energy, velocity, accelerations, force, momentum and charge. This course will align with the State Standards for High School Physics. Students will also read *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* by Margot Lee Shetterly and study the untold stories of physicists who have made great discoveries. Guest speakers will include local physics professors from Sonoma State University, and Santa Rosa Junior College. Students will also work on interdisciplinary projects with the 11th grade Engineering class. All students will present their final projects to the Sonoma County community on exhibition nights.

11th Grade Engineering
This course is a hands-on, experiential learning course where students will learn the principles of engineering while participating in hands-on projects. This course will use the Engineer Your World program created by Engineers from The University of Texas. Engineer Your World gives students the opportunity to participate in socially relevant design challenges. Students also collaborate to construct their own understanding of physics within the parameters of the engineering design process, and use science, mathematics and engineering concepts to solve real-world problems. All students will present their final projects to the community during an exhibition night.

12th Grade Math 4
The twelfth grade Math 4 class is a Precalculus class where students practice fundamental skills such as probability distributions, graphing exponential and logarithmic functions, sequences, series and proofs, vectors and vector operations. This course will align with the State Standards for twelfth grade mathematics. Guest speakers will include math professors from Sonoma State University, and local engineers who use applied math within their careers. All projects will result in a final public presentation at an exhibition night.

12th Grade Honors Option
Students that are interested may participate in an optional 12th grade Honors Mathematics Program. This will not be a separate class, but rather, students will participate in additional higher-level academic work and a separate Honors Mathematics project, to receive Honors credit.

Career Technical Education

11th-12th Grade Culinary Arts and Community Building

All 11th grade students will participate in CTE through a comprehensive culinary arts program. Students will work with MGAL's full time chef and CTE Culinary Arts teacher to assist with the creation and preparation of the daily breakfast and lunch meals for the MGAL community. Students will learn about the food service industry, participate in hands-on meal creation, and receive training from a trained and experienced Chef and CTE teacher. All students will receive their Food Handlers certification through ServSafe online, so that they are able to serve food safely to the MGAL community. This class will follow the California Department of Education's Food Service and Hospitality Pathway Standards, so students will graduate eligible to work in the culinary arts field if they so choose.

11th & 12th Grade Digital Media & Design

This course builds off of the skills gained in the eighth grade "Introduction to Digital Media and Design Course." Students will work on five major skills: graphic design, animation, audio production, video production and web design. Students will use Adobe Creative Cloud applications and technology to design. Students will work on projects connected to local businesses, such as designing and shooting videos, creating new posters and social media campaigns, and making animated cartoons for local elementary school students. All student projects will culminate in a final public presentation. An example for the class' final project includes: a short film presented to the community, a list of claymation films. Grades will be determined on formative assessments, such as reading quizzes, content quizzes, and project updates. The summative assignment is the project which is 60 percent of a student's grade.

Leadership Skills

12th Grade On Campus Leadership

All 12th grade students will participate in MGAL's On Campus Leadership program, where they will help lead a significant school activity. Twelfth grade students will practice their communication, collaboration, critical thinking and leadership skills as they help guide younger students through morning Movement, Community Breakfast and Lunch, Council, clubs and afterschool activities. All twelfth-grade students will pick one activity they are interested in leading at the beginning of the year, and work with an on-campus teacher mentor to guide them through their leadership program. This course will count as an extracurricular activity and leadership experience that students will be able to list on college and career applications.

To ensure that all of our courses are developmentally appropriate and are meeting a genuine need for our students, the Magnolia Global Academy for Leaders leadership team will work closely with Petaluma City Schools District, as well as with students, families, and community stakeholders. Additionally, MGAL will work to provide students with alternative options for completing courses that may not be offered at our school, such as additional years of a foreign language or college-level courses.

MGAL will observe the right to modify or change these courses as necessary. MGAL will also ensure that all teachers are properly credentialed to teach in their subject area. For Upper School Humanities, integrated History and English courses, teachers will possess, or be in the process of

possessing, both an English and History credential through the North Coast School of Education or another appropriate credentialing agency.

MGAL Graduation Requirements and A-G Alignment

The UC A-G requirements are the necessary courses that students need to apply to a UC, California State University, or four-year private college. All MGAL students will graduate from high school having exceeded the A-G requirements. Below are the University of California's A-G requirements and MGAL's graduation requirements.

Table 7.5 California's A-G Requirements

	Subject	Years	Details
(A)	History/Social Science	2	Two years, including one year of world history, cultures, and historical geography *and* one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
(B)	English	4	Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature. Only one year of English Language Development (ELD) 4 counts toward this requirement.
(C)	Mathematics	3	Three years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra, and two- and three-dimensional geometry.
(D)	Laboratory Science	2	Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.
(E)	Language Other than English	2	Two years of the same language other than English.
(F)	Visual & Performing Arts	1	One year, including dance, drama/theater, music, or visual art.
(G)	College Preparatory Elective	1	One year (two semesters), chosen from additional "A-F" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "G" electives.

Table 7.6 MGAL Upper School Graduation Requirements

A-G Subject Area	A-G Requirement	MGAL Graduation Requirement	MGAL Classes that will fulfill A-G requirements
A: History and Social Science	2 years	3 years	10th Grade History of People with Marginalized Genders 11th Ethnic Studies: A History of the United States 12th Grade Government and Civics
B: English	4 years	4 years	9th Grade Humanities 10th Grade Humanities

			11th Grade Humanities 12th Grade Humanities
C: Mathematics	3 years	4 years	9th Grade Algebra I 10th Grade Geometry 11th Grade Algebra II 12th Grade Math 4
D: Laboratory Science	2 years	3 years	9th Grade Biology 10th Grade Chemistry 11th Grade Physics
E: Language Other Than English	2 years	3 years	8th Grade Spanish I 9th Grade Spanish II 10th Grade Spanish III
F: Visual & Performing Arts	1 year	1 years	11th Grade Digital Media and Design
G: College-Preparatory Elective	1 year	2 years (3 courses over 2 years)	11th Grade Culinary Arts & Community Building 12th Grade Social Justice Advocacy 12th Grade On Campus Leadership

Professional Development

Effective professional development "enables educators to develop the knowledge and skills they need to address students' learning challenges" (Darling-Hammond). High-quality and valuable professional development is at the heart of effective classroom practice, teacher job satisfaction, and teacher retention. High-quality professional development for educators also has a direct impact on student academic performance, and student wellbeing. MGAL will place a strong emphasis on developing a professional development program that ensures that our teachers, support staff, and administrators are supported.

Our approach to teacher support and development

MGAL will use the Learning Policy Institute's approach to professional teacher development. The Learning Policy Institute, led by Linda Darling-Hammond, "conducted a review of 35 methodically rigorous studies that have demonstrated a positive link among teacher professional development, teaching practices and student outcomes" (Darling-Hammond). The Learning Policy Institute has distilled these studies into the seven "widely shared features of the most effective professional development" (Darling-Hammond).

1. **Content-focused:** Educators focus on teaching strategies associated with specific curriculum content. This includes an intentional focus on discipline specific curriculum development and pedagogies, such as mathematics, science and literacy.

2. **Incorporate active learning:** Educators should get the opportunity to design and try out teaching strategies they will eventually use with their students. Professional development will use authentic artifacts, interactive activities, and other strategies to provide "deeply embedded, highly contextualized professional learning" (Darling-Hammond).

3. **Supports collaboration:** High-quality professional development creates a space for teachers to share ideas and collaborate in their learning. Through working collaboratively, students can "create communities that positively change culture and instruction" (Darling-Hammond).

4. **Uses models of effective practice:** Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that "include lesson plans, unit plans, sample student work, observations of peer teachers and video or written cases of teaching."

5. **Provides coaching and expert support:** Coaching and expert support give teachers the opportunity for "one-on-one sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs."

6. **Offers feedback and reflection:** High-quality professional development provides built in time for teachers to intentionally "think about, receive input on, and make changes to their practice by soliciting reflection and soliciting feedback."

7. **Is of sustained duration:** Effective professional development "provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their progress."

Lisa Gottfried, a lead designer on the community design team, and a veteran teacher of project-based learning at the New Tech Network flagship school in Napa, will lead our Professional Development team. Our Professional Development team will also consist of Dr. Mariana Martinez, the Director of College Assistance Migrant Program at Mendocino College, and Dr. Daniela Dominguez of On The Margins consulting. MGAL's professional development will focus both on implementing effective project-based learning, as well as anti-racism and anti-sexism and inclusion in the classroom.

Establishing a timeline for MGAL's professional development

Finding adequate time for professional learning is one of "the most frequently cited challenges in education." The following is a time for MGAL's professional development. The MGAL team reserves the right to change or adjust this schedule if necessary. We propose the following professional development schedule:

Summer Session, 2022, Pre-Session: Professional development will begin three weeks before school starts. MGAL's professional development team will acculturate staff in a two-week seminar to include areas of project-based learning, grading and assessment, planning, data analysis, home/family visits, student support systems, and professional growth planning.

A one-week summer session will focus on school climate and culture, anti-racism and anti-sexism, and developing our curriculum. This week's summer section will also give the MGAL team the

opportunity to develop strong rapport with one another. This summer session will conclude with an overnight bonding experience for all MGAL faculty and staff.

Summer Session 2023, Post-Session: the staff will reconvene for a week of post-session review of the year, changes that need to be made for next year, and team collaborative planning for the 2023-2024 school year. These sessions will give teachers the opportunity to reflect on the past year and begin to create innovative changes that support student learning and improvement for the next year.

The MGAL team will work with Petaluma City Schools District to ensure that our professional development plan in subsequent years is aligned with the needs of other District schools. The MGAL team envisions starting every academic year with a one-week summer session for professional development, and a two-day post session at the end of every academic year.

Table 7.7 Sample of Professional Development Topics for Year 1

Vision, Culture, Climate	**Curriculum Development, Standards Alignment and Pacing**	**Pedagogy**	**Community/Student Needs**
● Applying Maslow's Hierarchy of Needs ● Creating an inclusive, anti-racist, anti-sexist classroom and school community ● Gender- and race-conscious programming. ● Teacher identity, internal biases ● Conflict resolution and restorative justice circles ● Shared leadership and teacher powered leadership ● Collaboration skills ● Team building	● Building a curriculum program that focuses on gender equity and anti racism ● Integrating Social-Emotional Learning into the classroom ● Mapping Common Core standards for each content area, grade and discipline ● Mapping interdisciplinary projects ● Grade-level team building ● Introduction to materials available for English, Mathematics, Science, and History	● Project-based learning ● Culturally sustaining pedagogies and programs ● Problem Based Inquiry ● Student sense of self ● Differentiated instruction ● SPED best practices ● EL best practices ● Academic advising	● Teacher and administrator use of student and parent feedback ● Tracking student and family needs ● Cultural and community responsive approach to teaching ● PTSD/stress/ trauma accommodations ● Trauma informed care and teaching ● Mindfulness, meditation, and yoga.

The MGAL team understands that not all professional development topics can be covered in one session, and that every professional development topic will need significant follow up to ensure that significant learning is taking place. The MGAL leadership team envisions a rotating schedule of professional development topics, with some topics exclusively covered during summer sessions

and at the beginning and end of every semester. Through continuous feedback from teachers, students and families, as well as the District, we will modify our professional development schedule to reflect the varied needs of our community.

Table 7.8 Frequency of Professional Development Topics

Summer Sessions	Weekly	Monthly	At the beginning/end of every semester
● Building a curriculum program that focuses on gender equity and anti-racism. ● Integrating Social-Emotional Learning into the classroom ● Project based learning pedagogy ● Mapping Common Core standards for each content area, grade and discipline ● Mapping interdisciplinary projects ● Grade-level team building ● Introduction to materials available for English, Mathematics, Science, and History	● Project-based learning ● Culturally sustaining pedagogies and programs ● Problem Based Inquiry ● Differentiated instruction ● SPED best practices ● EL best practices ● Academic advising ● Student sense of self ● Grade level team building ● Team building	● Integrating Social-Emotional Learning into the classroom ● Mapping interdisciplinary projects ● Teacher and administrator use of student and parent feedback ● Tracking student and family needs ● Cultural and community responsive approach to teaching ● PTSD/stress/trauma accommodations ● Trauma informed care and teaching ● Mindfulness, meditation, and yoga.	● Teacher identity, internal biases and gender/race conscious programming ● Project based learning pedagogy ● Project mapping ● Conflict resolution and restorative justice circles ● Mapping CCSS for each content area, grade and discipline ● Cultural and community responsive approach to teaching ● PTSD/stress/trauma accommodations

MGAL's professional development will be embedded into the school day. High-quality professional development usually takes place during the school day, and is sustained and embedded in the work of teachers. Evidence shows that effective professional development needs to be seen "as a regular, ongoing part of school life." Training needs to be accompanied by coaching during the school day, and educators need to have opportunities to share experiences and learn from one another. In order to accomplish this, MGAL leaders will alter scheduling so that a key group of teachers can have shared planning time, provide early release days so that teachers can work together on professional development activities, and use existing meeting time in new ways to foster professional collaboration.

- **Daily:** Grade-level professional learning communities ("PLCs") will have 45 minutes five days a week for collaboration around projects, interdisciplinary content, lesson planning, and feedback.

- **Weekly:** Each grade-level team of teachers will meet with the Leadership Team approximately one lunch period (45 minutes) per week to share projects, lesson plans, data, resulting plans made by the team, and supports needed for the week.

- **Occasionally:** The pre- and post-session professional development days, as well as staff professional development days throughout the year, will be an opportunity to add to the professional growth of staff.

- **On-Demand:** MGAL's professional development team will provide individualized support and coaching to teachers weekly. The professional development team will also attend professional development sessions and conferences within the Bay Area that align with the mission, vision, and pedagogy of our school. Knowledge learned from conferences will be shared with the MGAL faculty and staff via our professional development team through PLC collaborative sessions.

8. Program Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). (See Element 2.)

Local Control and Accountability Plan

Magnolia Global Academy for Leaders will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to the District and the Sonoma County Office of Education Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

9. Plan for Students with Disabilities

Overview

MGAL is dedicated to providing an inclusive education for students from a diverse range of backgrounds.

MGAL shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the IDEA, Section 504, and the ADA, to ensure that all students with disabilities are accorded a free, appropriate public education ("FAPE").

Magnolia Global Academy for Leaders will adhere to all Petaluma City Schools District policies and procedures regarding special education and pupils with disabilities. MGAL intends to be categorized as a public school of the District for special education services in accordance with Education Code Section 47641(b). As such, the District is entitled to MGAL's state and federal special education revenue, as well as a fair share encroachment payment from the Charter School.

MGAL is committed to maintaining high expectations for all students and will ensure all receive a free and appropriate public education in the least restrictive environment. Our education program is designed to meet the academic and behavioral needs of all students, including those with learning differences and disabilities.

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

The Charter School shall comply with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students Under IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU'), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manners as all public schools. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:

The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services

from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that a MOU would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the LEA serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Sections 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, IEP development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Intervention, Assessment and Identification

Magnolia Global Academy for Leaders focus is to provide support for all students who need support, regardless of the cause of academic behavior or difficulty. MGAL will honor the various ways of reading, writing, perceiving and moving through space as equally valid.

MGAL will adopt a Response to Intervention ("RTI") model. A response to intervention model is "a multi-tier approach to the early identification and support of students with learning and behavioral needs." The RTI model will ensure that on-going assessment is employed to determine

if students are at risk for academic and/or behavioral difficulties. If a student is unable to make progress in the general curriculum (Level 1), they will be given targeted support in the classroom (Level 2). When a student is consistently struggling to achieve mastery at RTI Levels 1 & 2, they will be further screened from already available data to help inform eligibility for special education.

For students who are identified as needing additional interventions, a Student Study Team ("SST") composed of the student, the student's parent or guardian, the site Special Education coordinator, and a faculty member will be responsible for identifying the student's needs and developing a plan to enable them to be more successful, including but not limited to, the appropriate individual tutoring, classroom modifications, and strategies and techniques to enhance the student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the students' needs, they will recommend a formal special education assessment. Magnolia Global Academy for Leaders may also choose to refer a student for services through the provisions of a Section 504 plan, if appropriate. All provisions of section 504 are the responsibility of the Charter School. Parents will be informed that special education and related services are provided at no cost to them. Eligibility for special education will be determined through the use of RTI and/or the Discrepancy Model.

Interim and initial placements of new charter school students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

Referral for Assessment

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

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes and will

ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

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

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant

to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre- approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and

employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Magnolia Global Academy for Leaders will have a full-time position designated as the Special Education Coordinator who, in addition to having the proper credentials to teach general education and will also possess a Special Education Credential and assure MGAL is addressing the IEP and core programs appropriately.

The Special Education Coordinator position, along with the Director of Community Engagement of the Charter School, will be the primary school representative tasked with assuring that 1) students with disabilities are thriving at MGAL and 2) all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at MGAL will also be involved in assuring that all IEPs and 504 plans are properly implemented.

MGAL's Special Education Coordinator's tasks will include

- Ensure that all aspects of the IEP and 504 plans are followed
- Arrange for the teachers to attend the team meetings, IEP and 504 meetings
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult quarterly with the Leadership Team to ensure that the objectives and goals of students with IEPs are being met
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education;
- Support teachers' understandings of and challenge their misunderstandings about students with disabilities;
- Support MGAL's vision for a fully inclusive pedagogy and school community

Notification and Coordination

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

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Reporting

Magnolia Global Academy for Leaders, in collaboration with the District will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from the Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

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

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Due Process and Procedural Safeguards

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that

legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student's IEP, a copy of which shall be maintained at the school site. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Magnolia Global Academy for Leaders will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. MGAL will utilize the Notice of Procedural Safeguards used by Petaluma City Schools District or SELPA in which it is a member. The Charter School will adhere to all FERPA and Pupil Confidentiality Records.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District
The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements
The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public-school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata shares of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District -wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students) and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Section 504 of the Rehabilitation Act

The Charter School and PCSD recognize their legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more

major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Leadership Team and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team. Section 504 is considered a program within the regular education program and therefore the Charter School will be responsible for all aspects of the 504 plan and delivery.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan.

The Leadership Team will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. *A* copy of the 504 Plan

shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

MGAL will support all special education students in compliance with state and federal laws. No student will be denied admission because of a need for special education services.

Professional Development

Professional development for MGAL teachers will be driven by feedback from parents and families, students and skilled professional observers. Feedback will allow us to highlight excellence in practice and ensure that there is tailored, customized support for individual teachers, so they can implement best practices for students with a wide range of abilities in our curriculum. MGAL's professional development will also ensure that all faculty, staff and administrators are able to provide strong support, resources, and accommodations for students with disabilities. Professional Development will also include annual special education compliance training, as well as monthly training led by the Special Education Coordinator and Director of Community Engagement to maximize teacher effectiveness in working with special needs students and to ensure we are implementing each student's IEP fully and successfully.

The Leadership Team, regular and special education teaching staff, as well as other appropriate MGAL organizational faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as Magnolia Global Academy for Leaders operates as a "school of the district" for special education purposes, the District agrees to allow Magnolia Global Academy for Leaders administrators, faculty and staff access to all Special Education related professional development opportunities that are available to District employees.

Student discipline and procedures for suspension and expulsion will be in compliance with discipline procedures set forth in the IDEA and consistent with federal and state law.

Discipline procedures will include positive behavioral interventions. Magnolia Global Academy for Leaders is responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on district forms and filing them with the District.

To ensure effective implementation of services for students with disabilities the Special Education Coordinator will oversee and implement our program.

MGAL is a full inclusion school model: all general education pupils and pupils with disabilities will take the same academic classes together and participate in the same experiential learning programs, clubs and schoolwide activities. Students with IEPs will receive additional in-class support, out-of-class support, accommodations, and/or modifications to enable them to meet high standards for their achievement. Pupils with disabilities will be supported with accommodations and modifications as identified and explained in their IEPs.

Instructional Practices

Magnolia Global Academy for Leaders will follow a student's specified program in accordance to each individual IEP, and offer the regular comprehensive program as appropriate. Each student's IEP requires different kinds of modifications for instruction and services (e.g., targeted researched based instruction in phonological awareness for a student with dyslexia, a reading learning disability or social support for a student on the autism spectrum), therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the Charter School.

Accommodations will include adjustments to instruction and delivery, while ensuring that students have equal opportunity to master grade-level content and standards and participate fully in classroom projects and schoolwide activities. In addition, modifications may include adjustments to the curriculum. In order to ensure that students with disabilities receive instruction in a manner that meets their needs, lesson plans, instruction, and assignments may be differentiated in a variety of ways including: *amount* of information given, *time* student receives to complete a task or demonstrate mastery, a *variety of input* including visual aids, regalia, and hands- on activities, the *level of support* students receive during an activity or task, and *differentiation in output*, or how students can demonstrate their understanding.

10. Plan for Academically Low-Achieving Students

MGAL is aware that some of our students may arrive at our school having had some challenges with their academic preparation. Additionally, the vast majority, if not all, of MGAL's students will come from traditional schools where students participate in projects, but not full project-based learning. Our team is aware that there may be a significant adjustment period for students who are used to more traditional methods to fully integrate into project-based learning.

MGAL will use a multi-level support system that ensures that all students are receiving the necessary support and care they need to succeed academically. MGAL's three levels of support: high-quality instruction, Council advising, and 1-on-1 support for students that are struggling will ensure that academically low-achieving students get the help and support they need to succeed.

MGAL's first level of support will be the provision of high-quality instruction from our highly trained faculty and staff. MGAL students will be engaged in high-quality project-based learning, and curriculum program that focuses on gender equity and anti-racism. For the first time in their academic lives, many of our students will see themselves and their lived experiences reflected in the curriculum. High-quality project-based learning "engages students in learning that is deep and long-lasting" (PBL Works, "What is PBL?"). Additionally, project-based learning is inherently engaging. Schools where project-based learning is practiced "find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement" ("Why Is Project-Based Learning Important?").

MGAL's second level of support will come from robust support from our Council advising program. Every MGAL student will be paired with an administrator or faculty adviser, who will closely monitor their academic progress and ensure that each and every one of their advisees is receiving the help and support they may need. Advisers will also be able to refer their advisees to

other on campus support services, such as mental health counseling and after school tutoring programs, as well as services from our community support organizations.

MGAL's third level of support will come from individualized one-on-one support for students that are struggling. This will be made possible through robust partnerships with local universities, Sonoma State University and Santa Rosa Junior College, that will allow us to bring teacher apprentices into MGAL classrooms to work with students one-on-one. Additionally, through partnerships with other community-based organizations, such as Petaluma People Services Center we will bring volunteers and experts in the Sonoma County community to serve as mentors for MGAL students, academic coaches, and classroom aides, to work with our highest need students one-on-one.

In the event that a student does not show adequate academic progress over consecutive quarters, they will be referred to the SST. The SST will be composed of the student, their family, the Director of Community Engagement, and two faculty members. Together, this larger and more comprehensive group will identify any external resources necessary to support this student and their family. Necessary support may include mandatory office hours sessions, after school tutoring, assignment of a one-on-one academic coach for academic support, making up or re-doing missed or failed work, or summer classes. The SST will also engage with this student's teachers to come up with a robust plan of support in and out of the class. The SST will continue to monitor this student's grades and academic achievement until the end of the academic year, at which point if the student has shown considerable academic progress, they will no longer be monitored as closely. The MGAL team believes that with robust support from administration, faculty and staff, as well as community support, all of our students will be able to succeed academically.

11. Plan for Academically High-Achieving Students

MGAL expects that all of our students will be high achieving in various aspects of their participation in our school. There are myriad different programs students will have the opportunity to be successful in, including internships, externships, domestic and international travel, community service, school based leadership, and career technical education.

Our project-based learning pedagogy will ensure that academically high achieving students are able to learn, grow and excel in authentic, meaningful ways. Project-based learning's emphasis on "us(ing) multiple learning techniques to succeed" means that high achieving students will have the opportunity to push the bar higher, so that they are always challenged ("The Benefits of Project Based Learning"). Additionally, project-based learning accommodates students with different learning styles and differences. Through MGAL's focus on personalization and project-based learning pedagogy, we will be able to modify definitions of "success" in ways that are developmentally appropriate and appropriately rigorous across a wide range of skills and abilities. Project-based learning provides an extra challenge for academically high-achieving students because "students must use all modalities in the process of researching and solving a problem, then communicating a solution" ("Why Is Project-Based Learning Important?").

Additionally, through offering Honors course options, where students have the opportunity to pursue an independent project for Honors credit, high achieving students will be able to challenge themselves to complete more rigorous academic work. Honors course options will be available to

students starting in the 10th grade, and they will have the opportunity to opt-in to Honors classes in Humanities, Science and Math. Honors level projects will be determined by students and a faculty advisor, and students will have the opportunity to present them at exhibition nights. At MGAL, we believe that all students can and will succeed academically and will encourage every student to pursue at least one Honors project during their time at MGAL.

Finally, as a school deeply rooted in community, MGAL will use community and family engagement to meet the needs of all of our students, including high-achieving students. Our emphasis on family engagement will give MGAL teachers and administrators ample time to notify families if their student is high achieving. Additionally, our robust partnerships with local universities, such as Sonoma State University and Santa Rosa Junior College, will give MGAL administrators and teachers the resources they need to ensure that high achieving students are challenged and supported.

12. Plan for English Learners and Emerging Bilingual Students

MGAL will uphold the same rigorous academic standards for every student, regardless of native language and will implement research-based instructional programs to meet the needs of English Learners.

MGAL will meet all legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to the annual notification of parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications, reclassification, monitoring, training and standardized test requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. MGAL will meet all requirements of federal and state law relative to equal access to the curriculum for Emerging Bilingual Learners. MGAL will exercise the autonomies afforded by the Charter Schools Act of 1992, Education Code Section 47600, *et seq.*, as it establishes methodologies and practices, all within the law, that may be different than those of the school district in which it operates.

Magnolia Global Academy for Leaders will employ research-based strategies that enhance the acquisition of English language, as laid out in the Common Core State Standards and ELD Standards. MGAL will use an asset-based approach to supporting our EL students. An asset-based approach is about “creating a culture where we acknowledge strengths and expect success” (Villalobos). MGAL will use an asset-based approach to supporting our EL students. An asset-based approach is about “creating a culture where we acknowledge strengths and expect success” (Villalobos). MGAL’s asset-based approach will focus on “honoring students’ existing strengths, helping them become aware of their strengths” (Zacarian). Additionally, MGAL’s asset-based approach will be based in instructional programming that “boosts social ties and networks” which has been shown to support student achievement (Zacarian). Emerging bilingualism will be seen as an asset to our MGAL community and celebrated for their achievement in speaking two languages. As the vast majority of our EL students will speak Spanish as their home language, MGAL will require multiple levels of Spanish classes for all students, as both a way to fulfill the California A-G requirements as well as ensure that all students are able to become emerging bilingual students: for native English speakers, it will be an opportunity to learn a new language, and for native

Spanish speakers, it will be an opportunity to become fully literate in their home language which will in turn support their English development. Bilingual students are more likely than their monolingual peers to perform better on executive functioning tasks, are more likely to be engaged in school and receive higher grades. MGAL will work to support EL students. With the proper support, EL and emerging bilingual students will flourish at MGAL.

MGAL will employ two research backed methods for supporting EL students: 1) affirming students' native cultures, including language, as an asset and 2) grade-level curriculum and pedagogy for English Learners (Strader). To affirm students' native cultures, MGAL will use a culturally sustaining pedagogy that focuses on multiculturalism, promoting "justice, equity and dignity" (Strader). MGAL's focus on equity, and culturally sustaining pedagogy will ensure that our EL students are supported with a curriculum that fully celebrates and uplifts the experience. Additionally, strategies that affirm EL student's cultural heritage will be used together, to ensure that our EL students receive the love and care they deserve. For example, MGAL will use a culturally sustaining, uplifting curriculum while also working in tandem with student's families and community members to create solutions to problems that EL students at MGAL might face. Finally, EL students will be fully integrated into our school community alongside native English speakers, so that they are able to fully participate in all school activities.

As a fully inclusive school focused on equity, all EL students at MGAL will participate in grade-level curriculum and pedagogy alongside native English speakers. Typically, English Learners are pulled out of the general education classroom to participate in a modified curriculum than their peers. Pulling EL students out of their general education classes creates an inequity for EL students, as they do not have access to the same curriculum and meaningful conversations and connections with their peers. Additionally, when EL students cannot access the challenging coursework that native English speakers participate in, dropout rates increase.

MGAL's fully inclusive model will ensure that all EL students are in regular general education classes alongside their native English-speaking peers and are able to fully participate as members of the school community. When students have access to grade-level curriculum and materials, "a virtuous cycle of achievement is created and students are able to learn increasingly advanced material which has positive impacts on student achievement and graduation rates" (Strader). The positive impacts of access to grade-level curriculum for EL students cannot be overstated.

Student Identification and English Language Proficiency Assessment

- Upon enrollment into the Charter School, students' parents will complete a home language survey (available in the language spoken by the parents) indicating languages spoken in the home.
- MGAL will assess the language proficiency of students whose dominant language may not be English using the English Language Proficiency Assessments for California ("ELPAC") Initial Assessment ("IA"). The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status. The IA testing window will be year-round (July 1–June 30). Any student whose primary

language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

- Parents will be notified of the Charter School's responsibility for ELPAC testing and of ELPAC testing results within 30 days following the receipt of the test results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Every MGAL school family will be connected to a staff liaison with home language compatibility. In addition to reaching out to the family to establish a friendly point of contact. The staff member will:

1. Provide explanation and support for completion of the home language survey;
2. Provide literature in the student's home language that outlines MGAL's plan for meeting the specialized needs of English Learners; and
3. Explain all assessments with regards to English Learner status.

MGAL will report the number of English Learners attending the Charter School to the District and the state. Upon enrollment at MGAL, if a parent/guardian affirms on the home language survey that the child learned to first speak a language other than English, or if a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Implementation of Structured English Approach

As a fully inclusive school, all EL students will learn in the regular classroom setting during instructional time, participating in grade-level curriculum and projects. MGAL will incorporate some elements of a Structured English Immersion (SEI") approach, while ensuring that all EL students are participating fully in the general education program.

Humanities classes and other subject areas will integrate specific strategies to promote English vocabulary acquisition, oral language development, reading comprehension, and writing production. These strategies will support both EL and non-EL students alike but will specifically benefit students learning English. MGAL will accelerate our English Learners' acquisition of English through our balanced approach of a fully inclusive classroom and incorporation of SEI approaches. Additionally, all MGAL teachers will understand the ELD Standards for the grade-levels they serve and will align their standards and content to ELD strategies.

Instruction in the three core content areas of humanities, math, and science will be delivered by teachers who possess the Cross-cultural, Language, and Academic Development ("CLAD") Certificate. MGAL will work to actively recruit and hire teachers who are bilingual in English and Spanish to accurately assess student's language and literacy skills, appropriate academic support and effective communication with parents. Additionally, MGAL will have a full-time EL

coordinator whose role is to train teachers in CLAD and EL best practices, as well as support EL students and their families.

MGAL's EL coordinator, faculty and administrators will implement the following strategies in all academic areas:

1. Screen and Monitor Progress
2. Provide Reading Interventions
3. Develop Academic English
4. Peer Communication

Screen and Monitor Progress:
The federal recommendation for English Learners is an effective program of well-developed assessments to identify student needs. MGAL will assess our EL students' progress frequently, both through formative and summative assessments, as well as anecdotal evidence through teacher observation. MGAL's EL coordinator will ensure that assessment tasks are appropriate to students assessed language development, and make sure that there is enough time for students to complete all assessments. Examples of assessments will include (but are not limited to): on the spot formative assessments, guided reading, oral exams, completing chapter pre-reading guides, reciprocal teaching journals, vocabulary word webs, learning logs/journals, quick writes, vocabulary journals and vocabulary card word webs. MGAL's EL coordinator will work with teachers to ensure that EL students are being tested an appropriate amount, and that all results and progress is recorded and shared with families as soon as possible.

Provide Reading Interventions:
English Learners are often at risk for reading problems, MGAL's EL coordinator will work closely with teachers to provide group reading interventions for struggling readers. We will provide these interventions daily during the Humanities block of the regular school day, as well as after school if needed. This after-school time will be optional, but available for students who may need additional support. MGAL's EL coordinator will work with teachers to build in time for strategic reading interventions for our EL students.

Develop Academic English
For English Learners to achieve academic success, they need to develop cognitive academic language proficiency ("CALP"). CALP focuses on "proficiency in academic language or language used in the classroom in various content areas." As opposed to Basic Interpersonal Communication Skills ("BICS"), the development of CALP will allow learners to compare, classify, synthesize, evaluate, and infer in the academic context. To ensure that all MGAL EL students develop CALP, vocabulary and reading comprehension will be integrated into every subject area, not just in Humanities classes, but science, mathematics, art and career technical education.

Peer Communication
MGAL's project-based learning pedagogy provides many opportunities for students to participate in group work and collaborate with peers. When facilitated well, project-based learning, and working in teams can provide a significant cumulative increase in authentic language practice. MGAL's fully inclusive classrooms will give EL students the opportunity to work directly alongside their native English-speaking peers and practice their English communication skills.

Furthermore, MGAL's EL coordinator will work with EL students conversationally on a weekly basis. Students will participate in structured oral response, role-play, and other conversation techniques to practice their English.

Strategies and Practices for English Learners

MGAL's project-based learning pedagogy and curriculum program that focuses on gender equity and anti-racism, will incorporate research backed strategies to meet the needs of EL students. These include, but are not limited to:

- **Teaching English skills across a wide variety of subject areas:** All courses, including STEAM courses, will include aspects of the English language, including vocabulary and conversational skills.
- **Emphasizing Productive Language:** Speaking and writing will be front and center in all MGAL classes, including STEAM classes, to ensure that all students, not just EL students, are able to write and speak publicly with ease. MGAL's project-based learning pedagogy lends itself nicely to development of productive language, as students work on interdisciplinary projects across subjects.
- **Incorporating students' native languages**: MGAL will celebrate bilingualism as the asset that it is. Teachers will work with students to incorporate their native languages into the classroom, and students will have the opportunity to share their native language with the larger school community.
- **Celebrating Bilingualism:** As a Global school, MGAL will create an uplifting, celebratory environment for our English Learners and bi-lingual students. Our school culture will openly celebrate our bi-lingual students, and all EL students will be a direct part of the school community.

Additionally, MGAL's curriculum will incorporate strategies to address the needs that will include:

- Communication guides, sentence framers and structures and
- Recasting and Ballpark Techniques
- Visual Dictionaries and Cues
- Picture Word Inductive Model
- Language Experience Approach
- Incorporating Academic English Mastery program strategies

Integrated and Designated ELD

All teachers at MGAL will be trained in strategies from Susana Dutro's E.L. *Achieve Constructing Meaning*, an Integrated ELD approach that provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to embed this explicit language instruction into content area teaching.

Our approach to Integrated ELD time emphasizes the following core tenets in implementation of practices to serve English Learners:

● Acquiring Reading skills in a second language is similar to the process of acquiring Reading skills in a first language

● Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction

● EL students need increased opportunities to develop sophisticated academic English vocabulary

● It is important to assess students' prior knowledge and build background (content) knowledge before reading challenging text

● Academic English-Language Development instruction cannot be separated from English Language Arts or other core content-area instruction

● Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English

● Teaching academic English includes providing students with access to core curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching

● EL students need multiple opportunities for structured, oral English-language practices about academic topics and text

Designated ELD is a dedicated program focused explicitly on teaching language that English Learners:

● are not likely to learn outside of school or efficiently pick up on their own,
● do not explicitly learn in other subject areas, and
● need to use for effective academic learning, classroom participation, and real-life purpose

MGAL will use designated ELD time to ensure that all EL students are able to improve their English levels. According to the California ELA/ELD Framework 1: Designated ELD, the three main premises of the Designated ELD Standards are:

- **Use English purposefully:** Students gain skill in using language that is appropriate to grade and content. They do this by practicing, describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling and so on.
- **Interact in Meaningful Ways:** Students use three communication modes to gain and exchange information and ideas. They collaborate, interpret, and produce meaningful messages.
- **Understanding How English Works**. Students apply language to academic tasks in different content areas. They learn to structure cohesive texts, expand and enrich ideas, and combine and condense ideas.

As part of designated ELD, EL students will receive explicit Academic English language instruction. Academic English language instruction at MGAL will include three components: cognitive tasks, academic language, and proficiency.

(1) Cognitive tasks include explicit teaching of language functions. MGAL will explicitly teach EL students to:

- ❖ Describe
- ❖ Ask questions
- ❖ Estimate
- ❖ Infer
- ❖ Identify cause & effect
- ❖ Predict
- ❖ Compare & contrast
- ❖ Persuade
- ❖ Summarize

(2) Academic language includes linguistic functions. MGAL will teach linguistic elements by teaching ELs:

- ❖ Academic vocabulary
  - ➢ Domain-specific and general
  - ➢ Morphology
- ❖ Syntax and grammatical features
  - ➢ Sentence structures
  - ➢ Parts of speech
  - ➢ Verb tense/mood
  - ➢ Subject/verb agreement
- ❖ Discourse patterns

(3) Proficiency includes language fluency. MGAL will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas.

Instructional practices focus on:

- ● Identifying discipline-specific language
- ● Connecting Listening, Speaking, Reading and Writing
- ● Building receptive and expressive academic language

MGAL will ensure that designated EL time is structured into the academic day, following all expectations set by PCSD.

Assessment, Monitoring of English Learners

Students who have been identified as English Learners will be assessed on an ongoing basis to determine improvement in English proficiency. Students will take the ELPAC Summative Assessment ("SA") annually to measure English Language development until they are reclassified as fluent English proficient ("RFEP"). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. Students that score high enough according to the California Department of Education's ELPAC Scale Score Ranges will no longer be deemed English Learners and will be reclassified as Redesignated Fluent English Proficient. Students whose scores are not high enough will remain classified as English Learners. Appropriate instruction and interventions will be conducted to ensure that our students are reclassified appropriately. The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Metrics for Progress of our English Learners

- MGAL teachers and administrators will pay close attention to the emergent language of EL students during the course of instruction so they can adapt their teaching to keep EL student learning moving forward. Teachers will also integrate assessment into the process of teaching and learning, so EL students' progress is constantly being monitored.
- EL students that do not make the minimum expected growth for EL students may be referred to the SST process for extra support.
- EL students are meeting the standards necessary to advance from grade level to grade level, and are mastering skills and content at the same levels as native English speakers.
- EL students are making strong academic progress as measured by assessments given by subject area teachers.
- EL students are reclassified as proficient in English in 3 years or less.
- EL students are proficient in English Language Arts as evidenced by proficiency in other state and local exams.

Reclassification Criteria

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the

language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

English Learner Advisory Committee ("ELAC")

MGAL will have an active ELAC regardless of the total number of EL students enrolled at the Charter School. The ELAC will be engaged in all aspects of the English Learner program, including data analysis, methodology, assessments, as well as specific and necessary interventions. Our EL coordinator will facilitate MGAL's ELAC group on a monthly basis, keeping all required minutes and notifications.

13. Transferability and Eligibility of Courses

The Charter School will inform parents and students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements during recruitment meetings and will be in the Student Handbook, and on the Charter School's website. MGAL will offer University of California A-G approved courses through submission of full course descriptions to the UC Course Management Portal for A-G approval. MGAL's graduation requirements ensures all students fulfill the UC A-G college entrance requirements over the course of grades 9-12, unless a student's IEP states otherwise. Students' will meet regularly with the College Advisor and/or teachers to ensure students are on track to graduate eligible for a 4-year college.

14. Western Association of Schools and Colleges ("WASC") Accreditation

MGAL will apply for WASC accreditation to ensure that the accreditation is obtained before MGAL graduates its first class of students. The Charter School will also ensure academic courses are transferable to other local high schools.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. California Education Code Section 47605(c)(5)(B).

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Magnolia Global Academy for Leaders has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Sections 52060(d). For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets the criteria set forth in Education Code Section 52052(a)(3).

Magnolia Global Academy for Leaders will also work with the Petaluma City Schools District to ensure that it creates and updates all goals, actions and outcomes accordingly. Actions intended to ensure that the Charter School meets the goals below are delineated throughout this charter petition, and in the tables below.

1. Measurable Goals of the Education Program

Magnolia Global Academy for Leader's goals and outcomes are designed to align with our mission, vision, pedagogy and curriculum, and our definition of an Educated Person in the 21st century, as outlined in Element 1, as well as the State Standards. We have created the following goals for school and student achievement to ensure that we meet our mission and vision and that we meet federal and state goals for all subgroups attending the Charter School. MGAL's leadership team and staff will continuously examine and refine our outcomes and measurement tools to reflect our mission and any changes to State Standards that support our mission and vision.

While MGAL will hold all students to high standards, the goals and outcomes for our 7th-8th grade students and our 9th-12th students are different. These differences are reflected in developmentally appropriate content, as well as the state standardized assessment requirements for the respective grades.

Goals for MGAL 7th-8th Grade Students

Goal 1: MGAL students will demonstrate our mission, vision, and core values.

a. Rubrics will be created for our core values to measure what we value (the skills listed below). All projects will always incorporate aspects of our Charter School's mission, vision, and core values. An average of 90% of MGAL students will demonstrate the values and skills 90% of the time they are in school:

i. **MGAL's Core Values:** Confidence & Self Advocacy, Inclusion & Community, Social Responsibility, Authenticity & Relevancy, Risk-Taking, Process Over Product, Personal Excellence, and Leadership.

b. MGAL's school leaders will support student attainment of these goals by holding all staff accountable for effectively implementing an inclusive school culture that manifests these goals. We will measure staff effectiveness through observation and self-reflection and will collectively work towards a positive and inclusive school culture through extensive professional development.

Goal 2: MGAL students will be proficient readers, writers, and speakers of the English Language.

a. An average of 60% of students who have been enrolled at MGAL for at least 1 full academic year will score at Standard Exceeded or Standard Met on the English Language Arts Smarter Balanced Assessment Consortium ("SBAC") summative assessment.

b. Each cohort of MGAL students will improve their literacy scores on the English Language Arts SBAC assessment by an average of 4 percentage points per year. Progress will be tracked using aligned interim assessments designed by staff that track progress towards the goal.

Goal 3: MGAL students will be proficient in mathematical skills and content.

a. An average of at least 60% of all students who have been enrolled at our school for at least 1 full academic year will score at Standard Exceeded or Standard Met on the Mathematics SBAC assessment.

b. Each cohort of students will improve their math scores by an average of 4 percentage points as measured on the Mathematics SBAC assessment.

Goal 4: Students will be proficient in science skills and content.

a. An average of 60% of all eighth-grade students who have been enrolled at our school for at least 1 full academic year will score at Standard Exceeded or Standard Met on the CAST.

Goal 5: Students will be proficient in history and social science skills and content

a. An average of 70% of all eighth-grade students who have been enrolled at our school for at least 1 full academic year will score at the proficient or advanced level on the History and Social Science internal assessments.

Goal 6: English Learners will progress academically at the same average rate as all other students.

a. English Learners will demonstrate the same average rate of improvement in proficiency on the Smarter Balanced Assessment Consortium Testing in mathematics and English language arts as the rest of the student population at our school.

b. At least 30% of English Learners will be reclassified as measured by the ELPAC.

Goals for MGAL 9th-12th Grade Students

Goal 1: MGAL students will demonstrate our mission, vision, and core values.

a. Rubrics will be created for our core values to measure what we value (the skills listed below). All projects will always incorporate aspects of our Charter School's mission, vision, and

core values. An average of 90% of MGAL students will demonstrate the values and skills 90% of the time they are in school:

i. **MGAL's Core Values:** Confidence & Self Advocacy, Inclusion & Community, Social Responsibility, Authenticity & Relevancy, Risk-Taking, Process Over Product, Personal Excellence, and Leadership.

b. MGAL's school leaders will support student attainment of these goals by holding all staff accountable for effectively implementing an inclusive school culture that manifests these goals. We will measure staff effectiveness through observation and self-reflection and will collectively work towards a positive and inclusive school culture through extensive professional development.

Goal 2: MGAL students will be proficient readers, writers, and speakers of the English Language.

a. An average of 60% of students who have been enrolled at MGAL for at least 1 full academic year will score at Standard Exceeded or Standard Met on the English Language Arts SBAC assessment.

Goal 3: MGAL students will be proficient in mathematical skills and content.

a. An average of at least 60% of all students who have been enrolled at our school for at least 1 full academic year will score at Standard Exceeded or Standard Met on the Mathematics Smarter Balanced Assessment Consortium Testing.

Goal 4: Students will be proficient in science skills and content.

a. An average of 60% of all students who have been enrolled at our school for at least 1 full academic year will score at Standard Exceeded or Standard Met on the CAST.

Goal 5: Students will be proficient in history and social science skills and content

a. An average of 70% of all eighth-grade students who have been enrolled at our school for at least 1 full academic year will score at the proficient or advanced level on internal History and Social Science assessments.

Goal 6: English Learners will progress academically at the same average rate as all other students.

a. English Learners will demonstrate the same average rate of improvement in proficiency on the Smarter Balanced Assessment Consortium Testing in mathematics and English language arts as the rest of the student population at our school.

b. 70% of English Learners will improve by at least one level as measured by the ELPAC.

c. At least 30% of English Learners will be reclassified as measured by the ELPAC.

Goal 7: The vast majority of MGAL students will complete the California A-G requirements necessary to apply to four-year college or university.

a. 90% of MGAL students will exceed the A-G requirements necessary to apply to a public four-year university and apply to a four-year college or university. MGAL's college preparatory curriculum program will ensure that students who want to apply to private and/or out of state four-year colleges and universities will be well prepared to do so.

i. The California A-G requirements include the following courses: two years of history courses, four years of English language arts courses, three years of mathematics courses, two years of science courses, two years of a language other than English, one year of visual or performing arts, and one year of a college-preparatory elective.

b. MGAL's graduation requirements exceed the California A-G requirements (see Element 1 of this charter petition for more information), so it is expected that at least 90% of students will complete the A-G requirements necessary to apply to a four-year college or university.

Goal 8: The vast majority of MGAL students will attend a two- or four-year college or university immediately upon graduation from our school.

a. 80% of MGAL students will enter directly into a four-year college or university upon graduation from our school.

i. MGAL's strong focus on college-preparatory academics and our robust college counseling program will ensure that students understand the college application process and have support from teachers and a college counselor to apply, enroll, and matriculate directly upon graduation from MGAL.

Goal 9: The vast majority of MGAL students will persist in two- or four-year college or university.

a. 70% of MGAL students that enter a two-or four-year college or university after graduation will persist and graduate with a college degree within six years of high school graduation.

i. MGAL's project-based learning pedagogy will give students a strong base in critical thinking, speaking, reading, writing, and mathematics skills. This will ensure that the vast majority of MGAL students that enter a four-year college or university will graduate with a degree or certificate within a reasonable period of time.

2. Alignment of Outcomes with State Priorities

The following charts delineate MGAL's schoolwide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served by MGAL, actions to achieve the goals, and methods for measuring progress. Magnolia Global Academy for Leaders will work with the District to ensure that it creates and updates its plans and goals accordingly. Actions intended to ensure that the Charter School meets these goals and targets are delineated throughout this charter petition. See the tables below for specific actions and outcomes, their corresponding assessments and the Charter School personnel responsible for their implementation.

State Priority #1: Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Table 2.1 Subpriority A: Teachers

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL will hire and maintain a staff that is well qualified to work authentically with our students in Sonoma County. We will hire staff that will be able to meet the MGAL achievement goals listed in this petition.	• Rigorous recruiting will take place to find teachers who are well qualified and are committed to the MGAL model and our professional development program. All candidates will undergo initial paper screening, interviews with multiple stakeholders, teaching demonstrations, portfolio review and reference checks. **MGAL will work closely with the Petaluma City Schools District to achieve this goal.** • All MGAL faculty and staff will have two weeks of professional development prior to the beginning of the school year. • All administrators and faculty will receive professional development and coaching weekly to receive meaningful feedback on their practice. • All faculty and staff will participate in professional structures that allow them to use feedback in consultation and collaboration with colleagues.	• Number of candidates recruited for each position is greater than 5. At least 50% of the candidates will identify as BIPOC. • 90% of MGAL faculty will report that they were adequately prepared to begin teaching at the Charter School based on the professional development, coaching, and experiences they have participated in. • 90% of MGAL administrators and faculty will report benefitting from weekly professional development and coaching. • 90% of MGAL administrators and faculty will report that they benefit from feedback structures. **Persons Responsible: Director of Pedagogy and Innovation and Director of Community Engagement**

Table 2.2 Subpriority B: Instructional Materials

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL will obtain or create up-to-date, culturally proficient materials that align with Common Core State Standards and our gender equitable, anti-racist curriculum program.	• MGAL school leaders and faculty will research, obtain, and/or design materials that are aligned to Common Core State Standards, culturally sustaining pedagogies, and our curriculum program that focuses on gender equity and anti-racism. • MGAL will work with a team of local education equity consultants to develop meaningful and responsive materials that will serve historically marginalized students in Sonoma County.	• 100% of teachers will participate in the process of mapping standards for their grade level and aligning curriculum with those pacing guides. • 90% of MGAL faculty will agree that they have the materials, time, and support that they need to identify, obtain, and/or create materials that they may need. • 100% of faculty and administrators will participate in an annual curriculum review. **Person Responsible: Director of Pedagogy and Innovation**

Table 2.3 Subpriority C: Facilities

Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL will obtain a school facility that reflects respect for the students and families served by our school. High levels of maintenance, repair, cleaning and safety standards will attest to the	• The MGAL facilities committee will work with community stakeholders to find a facility in our community that is accessible, easy to maintain, and sufficient for our students and our project-based learning	• 90% of stakeholders agree that the Charter School is clean, orderly, and supports the culture, climate and instructional needs of MGAL' students and school community.

love and caring embedded in our school culture.	pedagogy. • The MGAL leadership team and members of our facilities committee will participate in regular walk-throughs of the school facility to be sure that the physical environment reflects our school culture and Sonoma County community.	• Participants in regular walk- throughs rate the environment as excellent based on a walk-through check-list designed by school leaders, custodians, community members, students, parents, and staff. **Persons Responsible: Director of Pedagogy and Innovation and Director of Community Engagement**

State Priority #2: Implementation of State Standards
Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Table 2.4 Subpriority A: State Standards Implementation

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL's curriculum program will align with the CCSS in English Language Arts and Math. MGAL's science curriculum will align with the Next Generation Science Standards, and State Standards in History-Social Sciences, physical education ("PE") and art.	• All MGAL faculty and staff will work to develop curriculum maps prior to the beginning of the school year that align with our curriculum program and other State Standards.	• 100% of grade-level teams will collaboratively develop curriculum maps as confirmed by grade-level teams and curriculum maps. • 100% of the grade-level English Language Arts and mathematics maps will reflect the implementation of ELD Standards as confirmed by reviews with grade-level teams and curriculum maps.

		Persons Responsible: Director of Pedagogy and Innovation

Table 2.5 Subpriority B: EL Students & Academic Content Knowledge

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
All MGAL curriculum will be designed to support ELs, who may experience difficulties with the curriculum.	• All curriculum maps will include ELD Standards aligned to the content standards to maximize impact. • MGAL will actively prioritize recruiting and hiring faculty and leadership that are fluent in the home language of our students. • MGAL will hire a full-time English Learner coordinator whose role will be to support EL students and families, and to ensure that our curriculum, projects, and school programs benefit EL students as well as they benefit non EL students. • MGAL will implement a Structured English Immersion approach to ensure students acquire the English skills necessary to master content and skills.	• 100% of grade level content maps include ELD standards by the conclusion of pre-school staff development. Maps will be reviewed annually by the EL coordinator. • Teacher recruitment and school partnerships document significant outreach to the Latinx/Hispanic Spanish speaking populations of Sonoma County and the North Bay Area, such as: the California Bilingual Association, Latino Educators Association, National Hispanic Education Coalition, the Sonoma State University and Santa Rosa Junior College department of ethnic studies and education. • At least 50%) of EL students are redesignated yearly as of the ELPAC. • English Learners will demonstrate the same average

	• MGAL will demonstrate that we value students' bilingual capacity as a true asset, and an important skill. As a global school community, we will honor the multifaceted identities of all scholars within our school community. We will celebrate and uplift the cultures and languages of all of our students at school.	rate of improvement in the proficiency Smarter Balanced Assessment Consortium Testing as the rest of the student population at our school. • Bilingual students at MGAL will have the opportunity to present their projects at exhibition in both languages. 85% of bilingual students will present their projects in both of their languages for the MGAL community. **Persons Responsible: EL Coordinator**

Table 2.6 Subpriority C: EL Students & English Language Proficiency

Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL's pedagogy and curriculum will support ELD integration and designated ELD to ensure that EL students are able to grow in their English proficiency.	• Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the ELD standards, and designed to move them toward English proficiency. • Provide students with instruction to develop their home language and/or become fluent in additional world languages. • Employment of a full time EL coordinator to ensure that the development of EL students is being closely monitored and supported.	• At least 50% of EL students will improve one proficiency level, or maintain proficiency on the ELPAC. **Persons Responsible: EL Coordinator**

State Priority #3: Parental Involvement and Family Engagement

Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Table 2.7 Subpriority A: Achieving and Maintaining Parent Involvement

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL families will consider themselves as central to the success of their students and our school. MGAL families will be regularly queried and give feedback to the Charter School.	• MGAL administration and faculty conduct home visits for each family to allow them to give feedback and let their voices be heard. • MGAL administration and faculty will host community meetings to talk about proposed programs, and explain how parent involvement is the key to success in everything that we do. • MGAL leadership team will appoint parent coordinators to generate and support parent participation in all families.	• 75% of MGAL parents will engage in one or more school related activities as documented by volunteer records and the Director of Community. • 80% of families who volunteer give authentic, useful, and helpful feedback to the leadership team and school community when the need arises or when queried twice a year. This will be documented by feedback forms and meeting minutes. • At least 80% of families participate in the semester exhibition nights, and use that time as an opportunity to share feedback with the school leadership team and school community. • 90% of parents will demonstrate a deep understanding of MGAL's structures and programs, as well as of school functions and opportunities to participate in the school

		community. This will be documented by MGAL's annual parent survey. **Person Responsible: Director of Community Engagement**

Table 2.8 Subpriority B: Promoting Parent Participation

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL will work to create a culture of active participation by parents and family members and develop a robust parent leadership culture and body.	• Create a MGAL Family Association where families are able to work in tandem with the school administration to ensure that all students are academically successful. • Leverage parent leadership to promote a supportive school culture that implements restorative practices. • Provide leadership training for parent leaders. • Host community events, including back to school nights and celebrations of learning. • Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.	MGAL will make annual progress toward the following targets: • At least 70% families participate in Family Association Meetings • Parent leadership: Increase number of parent leaders by two leaders annually until there are 2 parent leaders representing every cohort of students • Families positively rate (average of 3.5 or higher) school climate in the areas of: Leadership Decisions, Community Relations, Attitude and Culture, Learning/Assessment **Persons Responsible: Director of Community Engagement**

Table 2.9 Subpriority C: Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs

Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL will foster a strong culture of leadership and inclusion for families and parents of Unduplicated Students and Students with Exceptional Needs.	• Work to center the needs of our most marginalized students, including Unduplicated Students and Students with Exceptional Needs, through consistent feedback from their parents/families. • Expand parent communication and translation services. • Actively recruit bilingual staff when hiring new staff members. • Implement one home visit per family. • Hold quarterly meetings with parents, students, advisors, and mentors. • Expand parent education opportunities through MGAL and our Petaluma and Sonoma County partners. • Provide opportunities for families to advise school through formal and informal parent leadership structures.	MGAL will make annual progress toward the following targets: • At least 70% families participate in Family Association Meetings • At least 40% of all parents and families who participate in Family Association Meetings will be parents/families of Unduplicated Students and Students with Exceptional Needs • Families of Unduplicated Students or Students with Exceptional Needs positively rate (average of 3.5 or higher) school climate in the areas of: Leadership Decisions, Community Relations, Attitude and Culture, Learning/Assessment

State Priority #4: Student Achievement

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

A. California Assessment of Student Performance and Progress statewide assessment

B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California

D. EL reclassification rate

E. Percentage of pupils who have passed an AP exam with a score of 3 or higher

F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Table 2.10 Subpriority A: CAASPP

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
All MGAL students will become proficient in reading, writing, mathematics, science and history/social science. and history/social science.	• MGAL administrators and teachers will effectively deliver standards based and mapped curriculum. Administrators and teachers will also monitor student progress towards standards and employ time-sensitive interventions if necessary.	• 75% or more of all MGAL students will demonstrate at least one year of growth and/or proficiency or above on all measures of the CAASPP assessments, California Alternate Assessments (CAA) for students with IEPs, teacher assessments, and observations. • 75% of MGAL students will demonstrate proficiency (a grade of a "C" or higher) on internal formative and summative assessments in ELA,

		mathematics, science, history and social science. **Persons Responsible: Director of Pedagogy and Innovation, Director of Community Engagement**
All MGAL students will meet or exceed state-required assessments of similar school rankings as identified by new CCSS regulations.	• MGAL's project-based learning pedagogy has a distinct focus on sustained inquiry, problem solving, critical thinking, and reflection, all skills that have been demonstrated to improve student learning, engagement and understanding of content. • Extensive professional development will be provided to ensure that our project-based learning pedagogy and content standards-based curriculum are aligned. In addition, professional learning communities and grade-level teams will learn how to implement and design student centered intervention. • Specialized and intensive support will be made available to students with IEPs and EL classification, to ensure adequate progress and reclassification. These will include after school one-on-one support, and additional in-class support from academic coaches, teacher apprentices and the classroom teacher.	• An average of at least 60% of all students who have been enrolled at MGAL for at least two full academic years will score at the proficient or advanced level (Standard Exceeded or Standard Met) on the English Language Arts and Mathematics SBAC assessments, and/or CAAs. • An average of 60% of all eighth graders who have been enrolled at our school for at least two full years will score at the proficient or advanced level on the CAST or CAAs for Science. • An average of 60% of all 11th graders who have been enrolled at our school for at least two full years will score at Standard Exceeded or Standard Met on English Language Arts and Mathematics SBAC assessments or CAAs. • An average of 60% of all 11th graders who have been enrolled at our school for at least two full

	• Teachers and support staff will create an environment for testing that will be encouraging, supportive, and satisfying for all students to engage and attend. • Intersessions and summer school will provide remediation for the areas identified that students need improvement in.	years will score at Standard Exceeded or Standard Met on the CAST or CAAs for Science. • 60% of eighth grade students will demonstrate proficient levels of ELA and math, and preparation for the rigors of high school, on teacher-developed interim and summative standards aligned assessments in reading, writing, and mathematics. **Persons Responsible: Director of Pedagogy and Innovation and Director of Community Engagement**

Table 2.12 Subpriority B: UC/CSU Course Requirements (or CTE)

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
90% of MGAL students will graduate prepared to directly enter college or career. 80% of MGAL students will graduate from our school and directly enter two- or four-year	• MGAL's internal graduation requirements will align with the UC A-G requirements, meaning that all students will graduate ready and able to enter college if they so choose. • MGAL will have a full-time college and career counselor to assist all students with the college and career process.	• 90% of MGAL students will complete the UC A-G requirements that will make them eligible to apply directly to a public or private four-year college or university. • 80% of MGAL students will directly enter a two- or four-year college upon graduating, through the guidance of our well

college or university.	• MGAL's college access program will give students the opportunity to learn about, tour and practice applying for college as early as the ninth grade, and throughout their tenth, eleventh and twelfth grade years. • All MGAL students will take at least one CTE course, and four different college-preparatory elective courses. • MGAL's project-based learning pedagogy will ensure that students have the skills they need to be successful in college and career. Project-based learning has proven to be successful in improving student outcomes across content areas, including informational reading and social studies.	qualified college counselor and MGAL teaching team. • MGAL's college counselor, Director of Pedagogy, and Director of Community will build out a full college access plan that will engage students in the college discovery process beginning in the eighth grade. • 70% of MGAL students that start two- or four-year college will persist, and graduate with a certification or degree. MGAL students will take varied and rigorous courses that will prepare them to succeed academically in college. **Persons Responsible: Director of Pedagogy and Innovation, Director of Community Engagement, College Counselor**

Table 2.13 Subpriority C and D: EL Proficiency and Reclassification Rates

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
All students, including English Learners, will demonstrate proficiency in English Language upon graduation from MGAL. All students, including EL	• Curriculum maps will be designed to support emerging bilingual students. • MGAL will provide extended professional	• English Learners will demonstrate the same average rate of improvement in proficiency on the SBAC assessments as the rest of the

students will meet or exceed state requirements of as identified by new CCSS regulations and requirements.	development for teachers, administrators, and other staff in the building to enhance teacher skills to employ asset-based instructional approaches for EL students. • MGAL will employ a full time EL coordinator. The EL coordinator will lead and support teacher success with EL/emerging bi-lingual students. • Respect for students' mother tongue and culture will permeate all activities that move students toward the acquisition of academic English while maintaining their home language.	student body at our school. • 70% of English Learners will improve at least one level as measured by the ELPAC. • 70% of English Learners will improve towards proficiency as demonstrated by internal formative and summative assessments. • 100% of EL students who have been at MGAL for at least three full academic years will be reclassified as Fluent English Proficient. • Adequate individual progress towards proficiency on the CAASPP. • Rubric assessments of oral presentation in both English and the home language. **Persons Responsible: EL Coordinator**

Table 2.14 Subpriority E: AP Exam Passage Rate

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
While not offering designated AP classes, MGAL will offer students the opportunity to take AP exams to earn college credit.	• Rigorous project-based learning pedagogy to ensure students have the skills needed to succeed on rigorous AP Exams • Access to free online preparation programs to assist with AP examinations.	70% of MGAL students that choose to take AP exams will receive a score of at least a "3" (Qualified) or higher. Persons Responsible: Director of Pedagogy and Innovation, College Counselor.

Table 2.15 Subpriority F: College Preparedness/EAP

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL students will be actively part of a college-going culture, where the vast majority of students graduate having completed the A-G requirements, and enter directly into a four year college or university.	• Rigorous project-based learning pedagogy to ensure students have the academic skills they need to succeed both on the Early Assessment Program ("EAP"), and in college. • Graduation requirements align directly with CSU/UC A-G requirements, meaning all interested students are eligible to apply to a four year college or university. • All 11th grade students will participate in the California State University EAP through the CAASPP	• 75% or more of 11th Grade students will receive a "Standard Exceeded" or "Standard Met" or "Ready for CSU Conditional" on the EAP. **Persons Responsible: Director of Pedagogy and Innovation and College Counselor.**

	to determine college readiness, and send their scores to the CSU system. • MGAL will use EAP and CAASPP scores for review to ensure that every student's senior year is directed towards purposeful preparation for college. • MGAL will tailor specific academic interventions for students based on EAP scores.	

State Priority #5: Student Engagement
Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC § 52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

Table 2.16 Subpriority A: School Attendance Rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL students will attend school on time, regularly and consistently.	• MGAL's hands-on, project-based learning pedagogy will be engaging and relevant, so students are eager to attend school. • MGAL's Meals + Movement and experiential learning program will help cultivate powerful relationships between teachers and students, so students are eager and excited to be present at school.	• 96% average daily attendance, as measured and verified by weekly and monthly ADA data. • Less than 4% tardy rate. • 85% student engagement rate in any classroom activity as measured

	• Incorporation of student choice, voice, and leadership into the fabric of the Charter School, as to incentivize attendance and participation. • Positive and powerful relationships between administration and students will be created so that any communication about an absence or tardy is immediate and welcomed. • Extensive support systems and community partnerships will be created to ensure that if a child is regularly missing school, we can intervene with the appropriate resources.	by time-on-task data collection protocol. **Persons Responsible: Director of Community Engagement**

Table 2.17 Subpriority B: Student Absenteeism Rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL students will come to school on time and will attend school 97% or more of the time.	• MGAL's focus is on ensuring that students are well-supported and well-taken care of through our Meals + Movement program, and our daily Advisory program will help encourage students to attend school. • Administrators and teachers will call/visit home at the first sign of absentee patterns. The Director of Community, EL, and SPED coordinators will also call home and support with home visits at the first sign of absenteeism. • MGAL will implement a reward system for high attendance rates for both students and families.	• MGAL's chronic absenteeism rate will be at 3% or less annually. **Persons Responsible: Director of Community Engagement**

Table 2.18 Subpriority C: Middle School Dropout Rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL Lower School (grades 7-8) students will stay enrolled in school and complete middle school.	• Engage families as partners in student achievement, school culture and community engagement. Empower families to review data and make decisions around site investments • Use advisory to provide a small venue in which students are supported socially, emotionally, and academically. • Facilitate professional development about cycles of inquiry to support teacher practice at MGAL and identify interventions. • Implement an RTI program to align supports for all students. • Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff. • Develop and implement a safety plan prior to the first day of school.	• MGAL will have a middle school dropout rate of less than 1%. **Persons Responsible: Director of Community Engagement**

Table 2.19 Subpriority D: High School Dropout Rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible

MGAL Upper School Students (Grades 9-12) will stay enrolled in high school.	• Engage families as partners in student achievement, school culture and community engagement. • Empower families to review data and make decisions around site investments • Use advisory to provide a small venue in which students are supported socially, emotionally, and academically. • Facilitate professional development about cycles of inquiry to support teacher practice at MGAL and identify interventions. • Implement an RTI program to align supports for all students. • Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff. • Develop and implement a safety plan prior to the first day of school.	• MGAL will have a high school dropout rate of less than 3%. **Persons Responsible: Director of Community Engagement**

Table 2.20 Subpriority E: High School Graduation Rates

Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
The vast majority of MGAL Upper School Students (Grades 9-12) will graduate from high school.	• MGAL's small school environment and progressive school policies will ensure that all students feel safe, welcomed and	MGAL will have a high school graduation rate of 97% **Persons Responsible: Director of Community Engagement**

	part of the MGAL community. • MGAL's focus is on ensuring that students are well-supported and well-taken care of through our Meals + Movement program, and our daily Advisory program will help encourage students to attend school. • Use advisory to provide a small venue in which students are supported socially, emotionally, and academically.	

State Priority #6: School Climate

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

A. Pupil suspension rates

B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Table 2.21 Subpriority A: Pupil Suspension Rates

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible

• Develop students' sense of global responsibility and skills to positively impact the Sonoma County community and global society. • Develop student commitments to academic, artistic, athletic, and extracurricular pursuits. • The culture and climate at MGAL will be consistently identified as positive and supportive of student growth by all major stakeholders. • Pupil suspensions and expulsions will be minimal due to MGAL's focus on restorative justice.	• Goals for this priority will be embedded in all pedagogy and curriculum, as well as experiential learning programs of internship, externship, and domestic and international travel. • Students will be regularly reminded of larger responsibilities to themselves and their community via our curriculum that focuses explicitly on social justice issues, and our embedded community service programs. • Hire and support teachers and community partners that build community and culturally responsive programs to ensure high levels of engagement and participation from students. • Engage a robust group of community partners to ensure that we can meet community and family needs. • Social Emotional Learning programs will be embedded throughout the instructional day and included in individual student growth plans. • Only the most egregious and dangerous violations — ones that put students	• Rubrics will be created for our core values to measure what we value. All projects will always incorporate aspects of our school's mission, vision and core values. An average of 90% of students will demonstrate the values and skills 90% of the time they are in school. • MGAL's school leaders will support student attainment of these goals by holding all staff accountable for effectively implementing an inclusive school culture that manifests these goals. We will measure staff effectiveness through observation and self-reflection and will collectively work towards a positive and inclusive school culture through extensive professional development. • 100% of MGAL students will participate in the Meals + Movement program that will work to ensure daily physical well-being and nutrition. • 100% of MGAL students will demonstrate strong SEL skills based on the MGAL SEL rubric.

	and/or the Charter School in physical danger — will be considered grounds for suspension or expulsion. All other infractions will be handled with various levels of restorative justice, counseling, and other school-based programs.	• 60% or more of the students referred for suspension-level infractions will participate in Restorative Justice • The Charter School shall maintain an annual suspension rate that is less than 5%, and have less than 5% repeat offenders, as documented by ADA reports. **Persons Responsible: Director of Community Engagement, Director of Pedagogy and Innovation**

Table 2.22 Sub Priority B: Pupil Expulsion Rates

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL will strive to have zero expulsions and will use a restorative justice program to facilitate a school climate where expulsions are rare.	Only the most egregious and dangerous violations — ones that put students and/or the Charter School in physical danger — will be considered grounds for suspension or expulsion. All other infractions will be handled with various levels of restorative justice, counseling, and other school-based programs.	• The Charter School shall maintain an annual expulsion rate that is less than 1%, and have less than 5% repeat offenders, as documented by ADA reports. **Persons Responsible: Director of Community Engagement, Director of Pedagogy and Innovation**

Table 2.23 Subpriority C: Other School Safety and Connectedness Measures (Surveys)

Annual Goals to Achieve Priority #6	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
MGAL staff will understand Restorative Justice and SEL priorities and programs and will implement and support them consistently.	• MGAL staff and administrators will receive extensive training and support to implement Restorative Justice and SEL programs through our work with community partners. • MGAL will develop extensive community partnerships to support all of our families to secure the necessary resources so that every child we serve has a stable basic needs framework in place . • MGAL's Meals + Movement program will provide students with a balanced, nutritious	• Student referrals for suspension and/or expulsion will not exceed 6% of the population per semester, as documented by discipline data sheets. **Persons Responsible: Director of Community Engagement, Director of Pedagogy and Innovation**

	breakfast and lunch as well as daily access to exercise and mindfulness. • Cross-grade opportunities will also deepen relationships and support structures among teachers allowing them to work collaboratively and support each other with students and families from across the school community. • MGAL's project-based learning pedagogy will help create a rigorous but collaborative academic environment where students will learn how to support each other across social and academic needs through their work on projects.	

State Priority #7: Course Access

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

"Broad course of study" includes the following, as applicable:

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

Table 2.24 State Priority #7: Course Access

Annual Goals to Achieve Priority #7	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible

All MGAL students will be enrolled in a broad course of study that puts them on the path to success in high school, college, or career.	• All grade 7-12 students will be engaged in highly motivating, relevant materials. All students will be held to the same achievement standards with additional time and support to reach them.	• 100% of students will be engaged in a broad course of study in all core subjects as documented by the master schedule. • 80% of students will demonstrate grade-level proficient achievement as measured by two or more interim summative assessments. **Persons Responsible: Director of Pedagogy and Innovation, Director of Community Engagement**

State Priority #8: Other Student Outcomes

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

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

Table 2.25 Subpriority A: Student Outcomes in Academic Subjects

Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
All MGAL students will become proficient readers and writers of English, proficient in mathematical skills and concepts, proficient in science concepts and scientific thinking and	• Extensive professional development on project-based learning, and best practices for supporting	• 60% or more of MGAL 8th grade students will meet or exceed standards in English Language Arts and Mathematics on the

proficient in history/social science practice and content.	historically marginalized students. • Curriculum maps that include ELD standards, EAP assessments, and support for struggling students.	CAASPP, and in science on the CAST. • 60% or more of MGAL 11th grade students will meet or exceed standards in English Language Arts and Mathematics on the CAASPP and in science on the CAST. • MGAL leaders will audit to ensure that 95% of curriculum maps are aligned with ELD and EAP standards and have support for EL students and struggling students. **Persons Responsible: Director of Pedagogy and Innovation, Director of Community Engagement, Middle School Director**

Table 2.26 Subpriority A: Student Outcomes in Visual and Performing Arts, PE, Foreign Languages, Applied Arts and CTE

Annual Goals to Achieve Priority #8	Actions to Achieve Annual Goals	Measurable Outcomes, Methods of Measurement and Persons Responsible
All MGAL students will be well-rounded and participate in a wide range of arts, physical education, CTE and foreign language classes. All MGAL students will be proficient in visual and performing arts, PE, foreign	• Hire and retain well qualified teachers, and implement strong curriculum in arts, physical education, CTE, and foreign language courses.	• 90% of students will receive a grade of proficient "C" or higher in visual/performing arts, PE, foreign languages, applied

language acquisition, applied arts and CTE.	• All MGAL students participate in at least three years of foreign language courses, two years of PE courses, one visual and performing arts course, one applied arts course, and one CTE course.	arts and CTE courses. **Persons Responsible: Director of Pedagogy and Innovation, Director of Community Engagement, Middle School Director**

ELEMENT 3: METHODS OF STUDENT ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

1. School Accountability Plan

Magnolia Global Academy for Leaders is dedicated to measuring the progress of each and every one of our students and programs to ensure that deeper learning occurs. MGAL's leadership team will set goals and measures for student achievement in order to measure the extent to which students demonstrated they have attained the skills, knowledge and attitudes outlined in this charter petition using a variety of different assessments.

The Director of Pedagogy will be responsible and accountable for meeting the stated student achievement outcomes detailed in Element 2, as well as ensuring alignment with the 8 State Priorities in the LCAP. Magnolia Global Academy for Leaders may modify academic outcome goals based on changes to Federal and/or State Accountability goals. The Charter School's Advisory Body will approve such changes.

All stakeholders will be notified of accountability measures, performance and any changes to the academic outcomes and goals through newsletters, the Charter School website and/or the LCAP.

2. Our Pedagogy and Assessment

Magnolia Global Academy for Leaders will adhere to all state standardized testing requirements, as applicable to charter schools. As established in the previous section (Element 2), MGAL will be utilizing a diverse range of assessments that are aligned with our project-based learning pedagogy and curriculum program that is focused on gender equity and anti-racist, and compliant with all applicable state requirements.

MGAL's state testing requirements, as aligned with the Education Code, will be administered according to the following assessment cycle:

Assessment	Description	Assessment Schedule
SBAC assessments for ELA and Mathematics; CAAs for ELA and Mathematics	State standardized assessments in ELA and Mathematics	Annually for all students in grades 7-8, and 11
CAST; CAAs for Science	State standardized assessments in Science	Annually for all students in grades 7-8 and grade 11

ELPAC	English language proficiency test	Initial assessment – year-round for students whose primary language is not English on the Home Language Survey; Summative assessment – annually for all identified ELs
Teacher Designed Assessments (Formative and Summative)	Quizzes and Tests, Project Rubrics, Defenses of Learning, Presentations of Learning, Exhibition Presentations	Ad-hoc, weekly, bi-weekly, monthly, at the end of the academic semester
NWEA MAP assessments	Third party assessments designed for measuring students' achievement	Annually

State Standardized Assessments

MGAL students will take all state assessments required by the State of California. Research has shown that project-based learning students do as well or better on high-stakes state tests than students in non-project-based learning classrooms. At MGAL, standardized test preparation, including for the SAT/ACT and other college entrance exams, will be embedded into our project-based learning pedagogy. When creating projects, teachers and educators will look at content standards, related test questions, and use them as driving questions for projects, or "the stems of these questions to create new ones." Integrating test content into the structures of our project-based learning pedagogy will ensure that MGAL students are prepared for all state assessments and college entrance exams.

Teacher Designed Formative Assessments

Formative assessments at MGAL will be used to enhance student learning and teacher understanding of the student's current understanding. MGAL students will participate in weekly formative assignments in their specific classes at the beginning, middle and end of every semester.

Formative classroom assessments will be used to monitor ongoing student learning, and the progress towards achieving the goals set out at the beginning of the project. MGAL teachers will utilize formative assessments on a daily/weekly basis, through tools such as writing prompts, quizzes, exit tickets, problems of the day, performance tasks, peer- and self-assessments and feedback, presentations, graphic organizers, learning and response logs, visual representations, and think-pair-share. Formative assessments will also involve such tasks as students referring back to their project's driving question, reflecting on their project work thus far and both what has been completed and what still needs to be finished, quizzes about the content of their project, editing another student's work, and building out the next steps to complete their project. Revision and Reflection is one of the Core 8 Elements of Gold Standard Project-Based Learning, which involves student critique, reflection, and revision of their work. Formative assessments will also involve

students providing kind, specific and helpful feedback on their work thus far through critique protocols, such as design charrettes, Critical Friends, and Gallery Walks.

Teacher Designed Summative Assessments

Summative assessments will be used to "evaluate student learning and skill acquisition" at the end of a project. Summative assessments will include digital portfolios, exhibits, presentation design and delivery, final products and demonstrations, debates, writing and art pieces, documentaries and films, and demonstrations and performances. Rubrics will be used to provide feedback to students on summative assessments.

Annual student-led conferences (for seventh to ninth graders) and defenses of learning (for tenth to twelfth graders) will be summative assessments of student learning led by students for teachers and parents. Student-led conferences "encourage students to take responsibility and ownership for their learning by involving them in the goal setting and assessment progress." Student-led conferences will be held twice a year for seventh graders, and once a year for eighth and ninth graders. Seventh, eighth and ninth grades will have the opportunity to assemble a portfolio of work, write self-reflections about their learning and experiences, and practice talking about what has been achieved thus far, and mistakes that were made along the way. Teachers and family members will also be present to listen to students' experiences and assist with reflection and goal setting.

Tenth, eleventh, and twelfth grade students will participate in an annual defense of learning in front of teachers and family members. A defense of learning is a student-centered reflection about a driving question mapped to a graduation requirement. At MGAL, students will reflect on their progress towards achieving our core values—confidence and self-advocacy, inclusion and community, social responsibility, authenticity and relevancy, risk-taking, process over product, personal excellence, and leadership—through their projects, extracurricular involvement and experiential learning experiences. The defense of learning will be planned entirely by students, a demonstration of their agency and choice, and will be presented to a panel of teachers with the students' family members present. The defense of learning will be scored on a rubric, and all students will be provided with feedback upon completion.

MGAL teachers will work collaboratively in professional learning communities to co-design rubrics for both formative and summative assessments. Rubric-based grading will be a communitywide practice, with students and teachers co-designing rubrics to provide feedback and assessment on projects and their completion.

3. Student Assessments

As described above, MGAL will administer all applicable annual state-mandated assessments as required under Education Code Section 60605, including but not limited to the CAASPP, the CAAs, the CAST, and the ELPAC. The Smarter Balanced Assessments in English Language Arts and Mathematics will be administered to students in seventh, eighth, and eleventh grade in the spring of each year, and the CAST in science in grades seventh, eighth, and eleventh grade to

measure students' mastery of grade-level standards and to assess annual progress in meeting the CCSS and NGSS, respectively.

The charts below provide an overview of assessment tools, timelines, and minimum performance levels to attain standards that we will employ to measure pupil progress in meeting the outcomes delineated in Element 2 of this charter application.

7th-8th Grade

Humanities

Assessment	Purpose	Timeline	Minimum
Formative Classroom Assessments	Measure competency against lesson objectives leading to State Standards, measure progress on projects	Weekly	Variable: Indication that students reached mastery
Rubric-Based Assessments	Provide feedback on formative and summative classroom assignments, project purpose	Weekly, as produced	Variable: Indication that students reached mastery
Summative Assessments	Measure competency against State Standards/project objectives, measure progress on projects	At the end of projects/the semester	Variable: Indication that students reached mastery
Student-Led Conferences	Student self-assessment, goal setting and reflection	7th grade - Semi-Annually 8th grade - Annually	Proficient
CAASPP (including SBAC assessments, CAAs)	State Criterion-Referenced Assessment	Annually	Standard Met
CAST	State Criterion-Referenced Assessment	Annually	Standard Met

Science, Technology, Engineering, Art & Mathematics

Assessment	Purpose	Timeline	Minimum

Formative Classroom Assessments	Measure competency against lesson objectives leading to State Standards, measure progress on projects	Weekly	Variable: Indication that students reached mastery
Rubric-Based Assessments	Provide feedback on formative and summative classroom assignments, project purpose	Weekly, as produced	Variable: Indication that students reached mastery
Summative Assessments	Measure competency against State Standards/project objectives, measure progress on projects	At the end of projects/the semester	Variable: Indication that students reached mastery
Student Led Conferences	Student self-assessment, goal setting, and reflection	7th grade - Semi-Annually 8th grade - Annually	Proficient
CAASPP (including SBAC assessments and CAAs)	State Criterion-Referenced Assessment	Annually	Standard Met
CAST	State-based Criterion Assessment	Annually	Standard Met

7th and 8th Grade Elective Courses: Introduction to Digital Design, Introduction to Social Entrepreneurship, Robotics and Spanish 1

Assessment	Purpose	Timeline	Minimum
Formative Classroom Assessments	Measure competency against lesson objectives leading to State Standards, measure progress on projects	Weekly	Variable: Indication that students reached mastery
Rubric-Based Assessments	Provide feedback on formative and summative classroom assignments, project purpose	Weekly, as produced	Variable: Indication that students reached mastery
Summative Assessments	Measure competency against State Standards/project objectives, measure progress on projects	At the end of projects/the semester	Variable: Indication that students reached mastery

Student-Led Conferences	Student self-assessment, goal setting and reflection	7th grade - Semi-Annually 8th grade - Annually	Proficient

9th-12th Grade

Humanities

Assessment	Purpose	Timeline	Minimum
Formative Classroom Assessments	Measure competency against lesson objectives leading to State Standards, measure progress on projects	Weekly	Variable: Indication that students reached mastery
Rubric-Based Assessments	Provide feedback on formative and summative classroom assignments, project purpose	Weekly, as produced	Variable: Indication that students reached mastery
Summative Assessments	Measure competency against State Standards/project objectives, measure progress on projects	At the end of projects/the semester	Variable: Indication that students reached mastery
Student-Led Conferences	Student self-assessment, goal setting and reflection	9th Grade - Annually	Proficient
Defense of Learning	Student presentation	10th, 11th, 12th grade - Annually	Proficient
CAASPP Assessments (including SBAC Assessments and CAAs)	State Criterion-Referenced Assessment	Annually for 11th grade students only	Standard Met
CAST	State Criterion-Referenced Assessment	Annually for 11th grade students only	Standard Met

Mathematics

Assessment	Purpose	Timeline	Minimum
Formative Classroom Assessments	Measure competency against lesson objectives leading to CCSS, measure progress on projects	Weekly	Variable: Indication that students reached mastery
Rubric-Based Assessments	Provide feedback on formative and summative classroom assignments, project purpose	Weekly, as produced	Variable: Indication that students reached mastery
Summative Assessments	Measure competency against CCSS/project objectives, measure progress on projects	At the end of projects/the semester	Variable: Indication that students reached mastery
Student-Led Conferences	Student self-assessment, goal setting and reflection	9th Grade - Annually	Proficient
Defense of Learning	Student presentation	10th, 11th, 12th grade - Annually	Proficient
CAASPP Assessments (including SBAC Assessments and CAAs)	State Criterion-Referenced Assessment	Annually for 11th grade students only	Standard Met

Science

Assessment	Purpose	Timeline	Minimum
Formative Classroom Assessments	Measure competency against lesson objectives leading to NGSS, measure progress on projects	Weekly	Variable: Indication that students reached mastery
Rubric-Based Assessments	Provide feedback on formative and summative classroom assignments, project purpose	Weekly, as produced	Variable: Indication that students reached mastery

Summative Assessments	Measure competency against NGSS/project objectives, measure progress on projects	At the end of projects/the semester	Variable: Indication that students reached mastery
Student-Led Conferences	Student self-assessment, goal setting and reflection	9th Grade - Annually	Proficient
Defense of Learning	Student presentation	10th, 11th, 12th grade - Annually	Proficient
CAST	State Criterion-Referenced Assessment	Annually for 11th grade students only	Standard Met

College Preparatory Electives: Digital Media and Design, Culinary Arts & Community Building, Social Justice Advocacy, and On-Campus Leadership

Assessment	Purpose	Timeline	Minimum
Formative Classroom Assessments	Measure competency against lesson objectives leading to State Standards, measure progress on projects	Weekly	Variable: Indication that students reached mastery
Rubric-Based Assessments	Provide feedback on formative and summative classroom assignments, project purpose	Weekly, as produced	Variable: Indication that students reached mastery
Summative Assessments	Measure competency against State Standards/project objectives, measure progress on projects	At the end of projects/the semester	Variable: Indication that students reached mastery
Student-Led Conferences	Student self-assessment, goal setting and reflection	9th Grade - Annually	Proficient
Defense of Learning	Student presentation	10th, 11th, 12th grade - Annually	Proficient

English Learners

Recently arrived English Learners, who have been in the United States for less than 12 months, are exempt from taking the SBAC ELA assessment. All English Learners, including recently arrived English Learners, are required to take the SBAC mathematics assessment. In addition, they are required to take the applicable grade-level CAST in grades 7-8 and 11.

English Learners Assessments

Assessment	Purpose	Grade Levels	Timeline	Minimum
ELPAC	Measure English language acquisition	7-12	Upon enrollment (initial assessment) and annually thereafter (summative assessment)	70% of English Learners will improve at least one level as measured by the ELPAC

Special Education

Observation	Purpose	Grade Levels	Timeline	Minimum
Individualized Education Program	Measure student progress	7-12	Upon enrollment and annually thereafter	Meet IEP goals annually

Collecting/Analyzing and Reporting Student and School Performance Data

Professional development and technology will be essential to provide usable and understandable data on student progress to all MGAL stakeholders, including the District Board of Education, MGAL Advisory Body, MGAL leaders, students, teachers and parents.

Professional development will revolve around all aspects of project-based learning, including developing and planning projects, scaffolding State Standards and support for SPED students into and during projects, and administering equitable assessments. Professional development about assessments will involve formative and summative assessments, including annual student-led conferences and defenses of learning, digital portfolio creation and public products. Professional development will be ongoing, so Charter School leaders and teachers will have the opportunity to reflect on what has been accomplished thus far, and how and where improvements can continue to be made. Data from state assessments including the CAASPP will guide professional development sessions. More information about MGAL's professional development plan can be found in Element 1 of this charter application.

Technology is also incredibly important in collecting and analyzing student and teacher data. MGAL will implement a student information management system that is compatible with the Petaluma City Schools District's system to collect student data and school performance data for all outcome measures. We will use this system to create reports that allow us to disaggregate, analyze and show data to Charter School leaders and faculty, parents/guardians, the MGAL Advisory Body, and the District Board of Education. MGAL will adhere to all applicable requirements under the FERPA as it pertains to the use of student data. In accordance with Title III, Magnolia Global Academy for Leaders will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding ELPAC results and reclassification. In accordance with the IDEA, MGAL will comply with all state and federal laws regarding reporting requirements for children with IEPs.

MGAL will work to acquire the most-up-to-date programs available to track student data. We anticipate that such systems as Mastery Connect and Google Apps will provide the types of resources needed for our educational program. MGAL's Director of Pedagogy and Innovation will be responsible for developing a technology and data analytics system that is integrated with all of our programs, including Adobe Creative Cloud.

MGAL will produce a School Accountability Report Card ("SARC") each academic year to report the required school data to the District Board of Education, MGAL Advisory Body, parents/guardians, students and the Sonoma County community. The SARC will describe our school demographics, as well as faculty and staff qualifications. All student data will annually track subgroups by race/ethnicity, gender, English learners, economically disadvantaged students and students with disabilities, regardless of the number of students in each subgroup.
Pursuant to Education Code Section 47606.5, on or before July 1, 2023, and each year thereafter, Magnolia Global Academy for Leaders will produce a Local Control and Accountability Plan, which shall update the goals and annual actions to achieve the goals identified in **Element 2** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. MGAL shall submit the LCAP to District and County annually on or before July 1, as required by Education Code Section 47604.33.

Grading

At MGAL, we will create equitable grading systems that benefit all students, and clearly communicate to students and families MGAL's expectations for learning and how they can be met. MGAL's grading practices will be based on Joe Feldman's seminal text, *Grading for Equity*, and professional development will revolve on creating an equitable grading system for all students, especially historically marginalized students.

Too often, grading is used for contradictory purposes such as: communicating the achievement status of students to parents/guardians, providing information that students can use for self-evaluation, and providing students opportunities to learn. "No-excuses" grading policies can also create perverse incentives for students to copy, cheat, or not turn in things at all, effectively disincentivizing learning and creating a culture of transactional grading. Often, grades "are highly susceptible to bias" of those in charge and can reflect the biases of those from the dominant culture while excluding the experiences of those from other cultures.

MGAL will use a rubric-based grading system that is guided by the following principles:

- Grades reflect mastery of skills and content, *not student worth or potential for success*
- Grading and reporting will be clear and meaningful to all stakeholders
- Grades will reflect academic standards demonstrating what students know and are able to do
- Non-academic indicators (such as student well-being, and development towards MGAL's core values) will be essential in understanding the whole child and will be reported on separately from academic grades and marks
- It is necessary to teach essential skills through projects and to provide multiple opportunities/methods to determine proficiency
- Quality assessments and co-created schoolwide rubrics are key to a more equitable grading system

Professional development and professional learning communities will be created to build schoolwide rubrics that reflect accurate assessment of the State Standards. MGAL will implement a rubric-based grading and reporting system with mastery as the standard. Schoolwide rubrics will be created in professional learning communities for assessments that are shared among classes and departments, so that both the expectations and results are transparent. Students, families and community stakeholders will have access to the schoolwide rubrics and what is being assessed.

MGAL students will be able to retest and resubmit any internal summative assessments not mastered earlier, and the new score will replace the original score in the grade book. The consequence for a student who does not meet a standard or skill is not a low grade, but rather, the opportunity to redo and improve their work until the standard or skill is mastered. MGAL will have a "no zero" grading policy, meaning that students will not receive zeros in the grade book, and will always have the opportunity to redo assignments to demonstrate mastery in a subject. A combination of small formative assignments throughout the project process and end-of-project summative assessments—such as digital portfolios, presentations, performances and demonstrations—will be counted for the overall grade.

Proficiency Levels at MGAL may include:

- **Advanced:** This student has shown complete mastery of <u>all</u> skills and content in this area. This student is able to lead other students in mastering skills and content in this area.
- **Proficient/Advanced:** This student has mastered <u>most</u> skills and content in this area.
- **Proficient:** This student has mastered a <u>majority, but not all</u> skills and content in this area.
- **Developing/Proficient:** This student has mastered <u>some, but not all</u> skills and content in this area, and needs to continue working towards mastery.
- **Emerging/Developing:** This student has mastered <u>a few</u> skills and content and needs to continue working towards mastery.
- **Emerging:** This student is <u>struggling to master</u> the basic skills and content in this area and needs to continue working towards mastery.

Figure 3.1 MGAL's Exemplar Rubric

DM Knowledge and Thinking Rubric

Use this rubric template if you are going to pull varying indicators from the different schoolwide learning outcome rubrics to one master project rubric. Please modify the domains to appropriately match the outcomes and indicators being assessed in the project. (Delete this text and insert driving question or project description)

Project: Name:

Date: Group:

KNOWLEDGE & THINKING								
	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
Design Process	Investigate: minimal media collected; not well related to goal Plan: minimal planning; multiple parts missing and unclear Explore and Develop: minimal or no sketching nor explorations; no use of elements nor principals of design Refine: use of color and space awkward; showed minimal understanding of use of space		Investigate: some media collected; some relationship to goal Plan: audience nebulous; goal present but unclear; explanation missing Explore and Develop: some evidence of initial sketching; minimal evidence of principles of design; one or two elements used effectively Refine: color was not well considered, use of space shows a lack of understanding		Investigate: various media collected; related to goal Plan: audience defined; goal reasonably clear; some explanation Explore and Develop: several exploratory sketches; product shows application of one or more principles of design; used one or more elements effectively Refine: shows an awareness of filling the space adequately		Investigate: wide variety of collected media; closely related to goal Plan: audience well defined; achievable specific goal; clearly relevant explanation Explore and Develop: made a wide variety of sketches; the elements and principles of design clearly and effectively used Refine: chose color scheme carefully; used space effectively; goal obviously considered when building the overall effect
Effort and Persistence	Process: project was completed with minimum effort		Process: project completed, but could have been improved with more effort; adequate interpretations of the assignment; lacking finish; student chose an easy project below their potential		Process: project was completed, but with more effort it might have been outstanding; lacking the polish of a top level project		Process: project was continued until it was thoroughly complete; project clearly required extensive effort; well polished professional looking
Creativity and Originality	Final Piece: project fulfilled the assignment, but gave no evidence of trying anything unusual; some or all of the work may have been copied		Final Piece: one or very few ideas were tried, but lacked originality; substituted "symbols" for personal observation		Final Piece: a few ideas were tried before selecting on; showed limited use of unusual combinations or connections; made decision after referring to one source; solved the problem in a logical way		Final Piece: several choices were explored before selecting one; unusual combinations tried on several ideas; made connections to previous knowledge; demonstrated understanding of problem solving skills
Craftmanship, Skill, and Consistency	Final Piece: project showed below average skill; minimal effort; very inconsistent execution; consistently poor craftsmanship evident in project details		Final Piece: project showed average craftsmanship; adequate skill; a bit careless; clearly inconsistent execution evident in project details		Final Piece: project is aesthetic but lacks finishing touches; some inconsistent execution evident in project details; good skill and craftsmanship demonstrated		Final Piece: project is aesthetically and patiently done; showed excellent skill and craftsmanship evident in all project details; consistent execution throughout the project
Assessment and Reflection	Evaluation: very few, drafts, models and sketches kept; few or no process notes taken; a conclusion may have been offered but isn't related nor supported Reflection: one or no suggestion for improvement was offered, was unrealistic, inaccurate, and/or misguided		Evaluation: few drafts and models and sketches kept; process notes may have been taken; a conclusion is presented but isn't supported Reflection: few suggestions for improvement offered; suggestions were unrealistic or inaccurate or misguided		Evaluation: some drafts, models and sketches were kept; some process notes were kept; a reasonable conclusion presented and somewhat supported with evidence Reflection: some suggestions for improvement offered and 1 or more were realistic, accurate and insightful		Evaluation: all process sketches, drafts and models were kept; notes of the process were taken; valid conclusion(s) presented, related directly to the plan and goal; evidence clearly supports conclusion Reflection: several suggestions for improvement presented; suggestions were realistic, accurate and insightful

MGAL's grading policies will be reviewed annually to ensure equity, and the performance of significant subgroups, such as English Learners, SPED students and BIPOC students will be disaggregated to ensure that grading policies are serving all students fairly. Grading and equity audits will be performed to ensure that every classroom grading policy is living up to MGAL's core values and our focus on equity.

Report Cards

The purpose of report cards and sharing of student progress is to: demonstrate student learning and mastery of content and standards, and student social-emotional development, work habits and on-campus leadership.

Magnolia Global Academy for Leaders will send student reports that share student grades, and accurately describe what students have mastered, and what students are still struggling with. We will not include things like tardiness, adherence to rules and participation in grades; these will be shared with families, parents and guardians separately in the student report. Additionally, student reports will include a place for student reflection on their own work and progress.

MGAL will share grading rubrics and schoolwide grading policies with every family during orientation nights, and during home visits. We will publish a written grading policy for every grade level that will be accessible for all parents and students. We will also include a copy of the grading policy, frequently asked questions and answers in the school newsletters, and at orientation nights, student-led conferences and defenses of learning.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

The following demonstrates that Magnolia Global Academy for Leaders proposes an effective governance structure, an extremely knowledgeable and seasoned Advisory Body and Lead Petitioner with sound plans and capacity for governance, management, employment and financial operation to successfully operate the Charter School and implement the educational program, under the oversight of the PCSD Board of Education.

1. Affirmations

Members of Magnolia Global Academy for Leaders' Advisory Body, any administrators, managers or employees, and any other committees of the Charter School shall at all times comply with all applicable federal and state laws and will comply with Petaluma City Schools District policies regarding charter schools.

Magnolia Global Academy for Leaders, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries.

2. Legal Structure

Magnolia Global Academy for Leaders will be a dependent charter school located within the boundaries of the Petaluma City Schools District. Although MGAL will be operated under the oversight and guidance of the PCSD Board of Education, MGAL will establish and maintain a local Advisory Body that provides input and guidance to MGAL and the PCSD Board of Education. Magnolia Global Academy for Leaders intends to enter into an MOU with the Petaluma City Schools District that outlines the respective roles and responsibilities of the Petaluma City Schools District Board of Education and the Magnolia Global Academy for Leaders Advisory Body.

Magnolia Global Academy for Leaders will also receive financial support from a separate non-profit public benefit corporation, called Magnolia Global Academy for Leaders (or referred to as the MGAL Foundation throughout this charter) that acts as a supporting organization to support the Charter School's fundraising efforts. See *Appendix C* for documentation of the MGAL Foundation's Articles of Incorporation and Bylaws. MGAL's Draft Advisory Body Bylaws can be found in *Appendix D.*

3. Advisory Body

Magnolia Global Academy for Leaders shall be governed by an Advisory Body, composed of nine local Sonoma County members, initially appointed by the Lead Petitioner, Gianna Biaggi, and thereafter appointed in accordance with its Bylaws. Initial MGAL Advisory Body members were recruited by the Lead Petitioner, and were selected based upon mission alignment, deep

commitment to the Sonoma County and Petaluma community, and a professional skill set that contributes to the successful founding of a charter school.

Magnolia Global Academy for Leader's Advisory Body members possess and will contribute a wide range of knowledge and skills needed to help establish our school. Furthermore, our Advisory Body has a proven track record of collaborating effectively with one another on past educational initiatives, community programs, and development of non-profit organizations. Our Advisory Body has a deep knowledge of the Sonoma County and Petaluma communities; many grew up in the area and attended local schools and understand the positive they can make to the local educational landscape.

Additional and future Advisory Body members will be sought who demonstrate a deep commitment to Magnolia Global Academy for Leader's mission and vision. Advisory Body members will reflect the qualities, qualifications and diversity determined by the Petaluma City Schools District and the Magnolia Global Academy for Leaders current Advisory Body members. Information on new Advisory Body members (e.g., names, mailing addresses, qualifications) will be shared with the Petaluma City Schools District prior to the commencement of their service. All Advisory Body members will act in full accordance with the Advisory Body Bylaws.

4. Governance Training

All members of the Advisory Body will attend a governance training prior to serving as a member of the Advisory Body for Magnolia Global Academy for Leaders.

Advisory Body members will receive annual training and professional development, which will be focused on equitable practices and policies for charter schools, effective governance policies, maintaining organizational accountability, and education best practices, and understanding and utilizing the LCAP that the Advisory Body will be responsible for crafting.

5. Operating Plan

Advisory Body Duties
Magnolia Global Academy for Leaders is governed by the MGAL Advisory Body, under the oversight of the Petaluma City Schools District Board of Education. As indicated above, specific delineated responsibilities between the Advisory Body and the District Board of Education will be outlined in a Memorandum of Understanding.

MGAL's mission and vision guides the work of our Advisory Body. The Advisory Body will support the Charter School by providing non-binding, strategic advice to the MGAL Leadership Team and the Petaluma City Schools District Board of Education.

The MGAL Leadership team will be composed of a Principal, known as the Director of Pedagogy and Innovation at MGAL, and a Dean of Students, known as the Director of Community Engagement at MGAL, and the Director of the Middle School. The leadership team will work with

the MGAL Community Advisory Council and any other supporting groups that may be created to support the Charter School's operations. A detailed description of the leadership team and their respective responsibilities are outlined in Element 5 below.

The Advisory Body will maintain oversight of Magnolia Global Academy for Leaders' academic performance in accordance with the Measurable Student Outcomes outlined in Element 2 of this charter petition. Additionally, the Advisory Body will maintain oversight over other elements of the Charter School's educational program and general day-to-day operations, which may include, but are not limited to, the LCAP, student enrollment, financial solvency and soundness, parent satisfaction, compliance with all Federal and State laws, satisfactory facilities and organizational viability. Specific details shall be outlined in an MOU between the Advisory Body and District Board of Education.

Additional responsibilities of the MGAL Advisory Body may include, but are not limited to:

- Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission, charter, and applicable laws;
- Negotiating and approving any MOUs and/or agreements with the District;
- Supporting development of, and approving, the long-term strategic plan for the Charter School;
- Monitoring the fiscal solvency of the Charter School;
- Participating in the Charter School's independent fiscal audit;
- Increasing public awareness, including student recruitment for the Charter School; and
- Conducting student recruitment for the Charter School throughout the Petaluma and Sonoma County communities

The MGAL Advisory Body may initiate and carry out any program or activity that is not in conflict with or inconsistent with its charter, governance documents, and any applicable law and which is not in conflict with the purposes for which charter schools are established.

Meetings, Notices and Selection Process

Advisory Body Meetings

The Advisory Body shall hold an annual meeting each year for the purpose of electing directors and officers of the Advisory Body and for the transaction of other business. See the Advisory Body bylaws for more information about Advisory Body meetings. All meetings of the Advisory Body of Directors shall be held in accordance with the Brown Act and Education Code Section 47604.1(c). The Advisory Body meetings will be headed by the Advisory Body Chair, who will be elected annually by the Advisory Body.

Meeting Notes

Advisory Body agendas shall be distributed to Advisory Body members and the public in accordance with the Brown Act. All meetings of the Advisory Body and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Charter School shall maintain accurate records and minutes of Advisory Body meetings and its actions.

Advisory Body Membership and Selection Process

The Advisory Body will consist of not fewer than 3 members nor more than 11 members, unless changed by amendment of the Bylaws. All methods for Advisory Body member elections and removal are delineated in Magnolia Global Academy for Leaders' Advisory Body Bylaws (See *Appendix D).*

The current Advisory Body has been appointed by Lead Petitioner Gianna Biaggi for their commitment to the mission and vision of MGAL and are currently serving a two-year term with the opportunity for renewal.

Members of the Advisory Body

While the Magnolia Global Academy for Leaders Advisory Body delegates the day-to-day management of the Charter School to the MGAL leadership team, the Advisory Body is ultimately responsible for the educational and fiscal integrity of the Charter School and for fulfilling the terms of the charter. The Advisory Body is responsible for ensuring that the Charter School meets its mission of preparing students with the knowledge, skills and strength of character needed to succeed in college and serve as leaders in the Sonoma County community. Therefore, the primary qualification for serving on the Advisory Body is an unwavering commitment to this mission and the expectation that the Charter School and all its students can and will attain the Charter School's mission.

Additionally, Advisory Body members will possess a set of personal and professional skills and attributes including but not limited to:

- A commitment to improving access to quality education for all children in Sonoma County and rural Northern California regardless of gender identity, race, ethnicity or socio-economic status;
- An understanding of the Advisory Body's obligation to act as an effective and vigilant steward of public and private funds;
- The ability to evaluate information regarding the leadership team's educational and fiscal management of the Charter School,
- A commitment to focusing on the academic achievement of children from a variety of historically marginalized students, who may have suffered/be suffering from traumatic stress which manifests itself in school;
- An ability to fairly and accurately assess the needs of the community, and to represent the Charter School to the community and others;
- Financial, legal, business, fundraising, marketing, non-profit, community, management, governance, human resources, real estate development, technology, and/or educational experience; and
- Being at least 18 years of age.

Advisory Body members also shall demonstrate the willingness and ability to: accept and support decisions made in accordance with its Bylaws and give time and energy to the Charter School.

In addition, Advisory Body members shall:

- Receive no payment of honoraria, except reimbursement for expenses incurred in performance of voluntary Magnolia Global Academy for Leaders activities in accordance with the Bylaws and Charter School policies.
- Serve the Magnolia Global Academy for Leaders community with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Charter School.

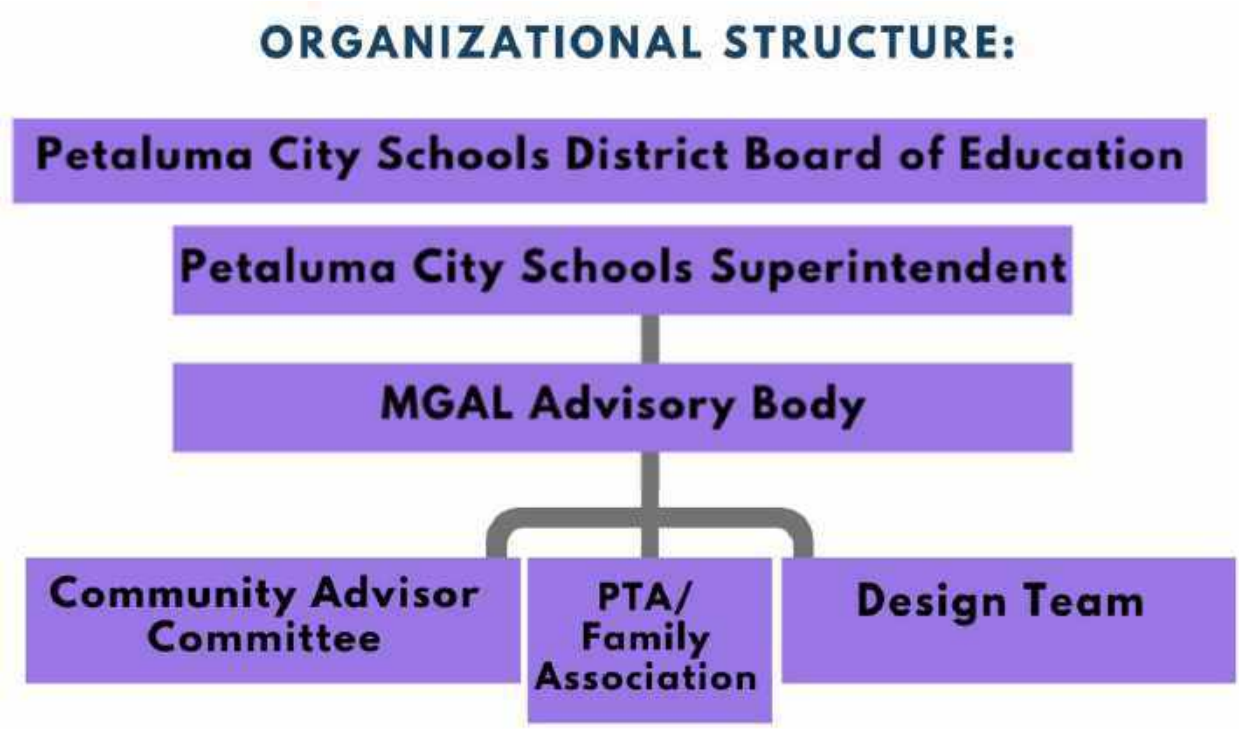
7. Parental and Community Involvement

As required by Education Code section 47605, Magnolia Global Academy for Leaders will use a range of methods to consult with and receive parental/family input and involvement in the governance of the Charter School. Parents and families of Magnolia Global Academy for Leaders students will have ample and ongoing opportunities to communicate and engage with the Charter School's leadership team and the Advisory Body.

While there will not be an Advisory Body seat specifically reserved for parents, the Advisory Body will invite parents to join committees of the Advisory Body. Parents and guardians and other family members will be encouraged to form a Family Association to be responsible for family involvement in school activities, fundraising, and advising the Advisory Body on matters related to the strengthening of the MGAL community.

Family participation will play a vital role in the effectiveness of our program. All regular Advisory Body meetings will be open meetings as required by the Brown Act. Parents will be notified of meeting times and locations so that they may attend the meetings and offer public comments to the Advisory Body, offer feedback about the Charter School, or make suggestions for Advisory Body action on items being discussed by the Advisory Body. Parents who fulfill needed expertise identified by existing Advisory Body members may also be recommended to the MGAL Advisory Body in future years.

Figure 4.0: MGAL's Organizational Structure



ELEMENT 5: ORGANIZATIONAL STRUCTURE & EMPLOYEE QUALIFICATIONS

Governing law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

1. Organizational Structure

Magnolia Global Academy for Leaders will employ a staff of committed professionals dedicated to realizing our mission and vision of bringing high quality education to historically marginalized students in Petaluma and the larger Sonoma County community. All members of the Advisory Body, faculty and staff will demonstrate alignment with the mission and vision of Magnolia Global Academy for Leaders and will work together diligently to assure that they are realized.

MGAL's Advisory Body, Lead Petitioner, and founding leadership team will work closely with the Petaluma City Schools District to ensure that we have the school leadership and faculty in place to open the Charter School, and to ensure that the Charter School is structured to maximize operational efficiency and student engagement. We intend to open with all Operational Year 1 positions filled, as shown in Figure 5.1 below; operating as effectively as possible at the launch of the Charter School will ensure immediate strong results for MGAL students and establish the organizational capacity necessary for the execution of our mission and vision.

Figure 5.1 MGAL's Projected Organizational Structure for Operational Year 1

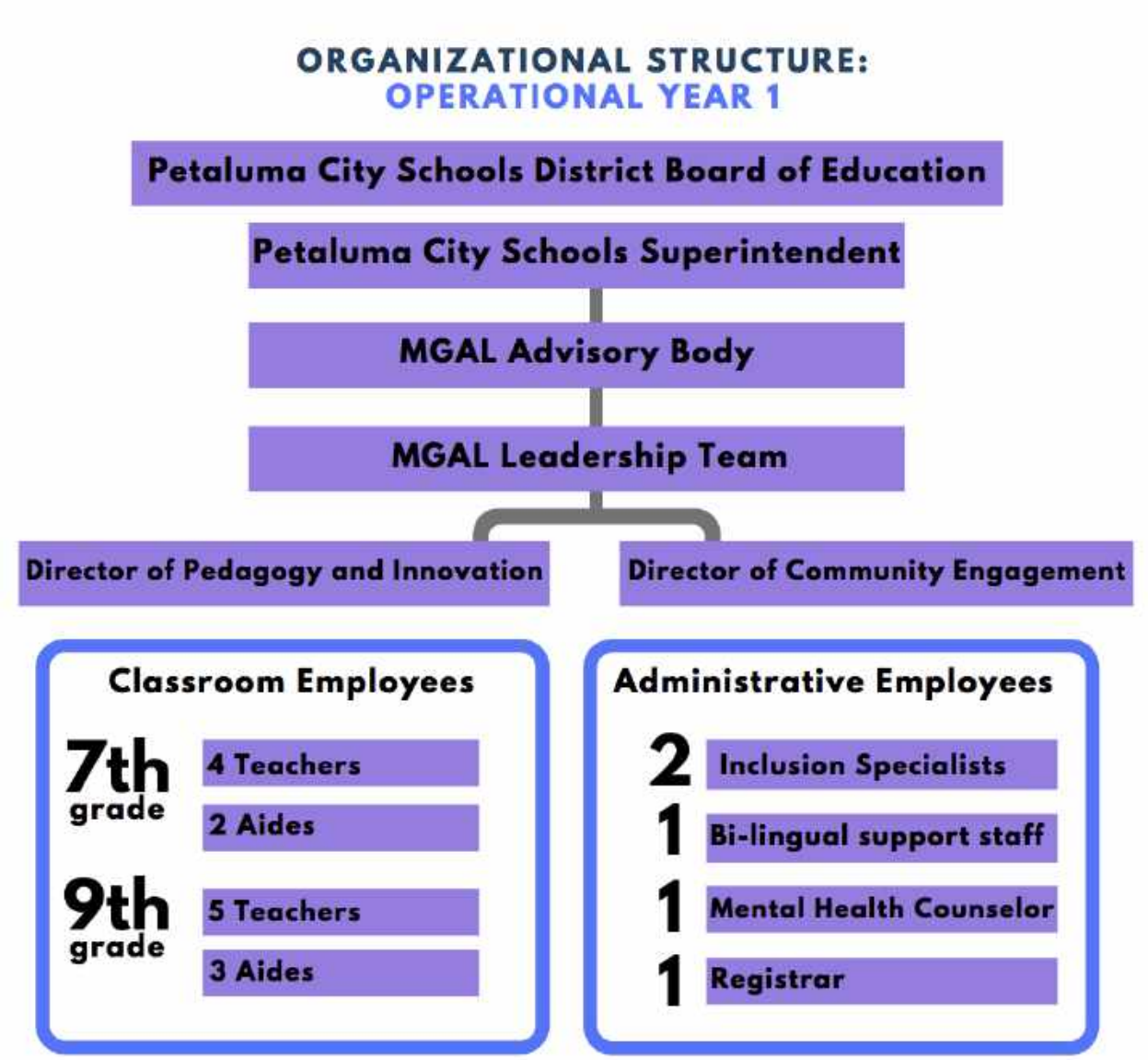
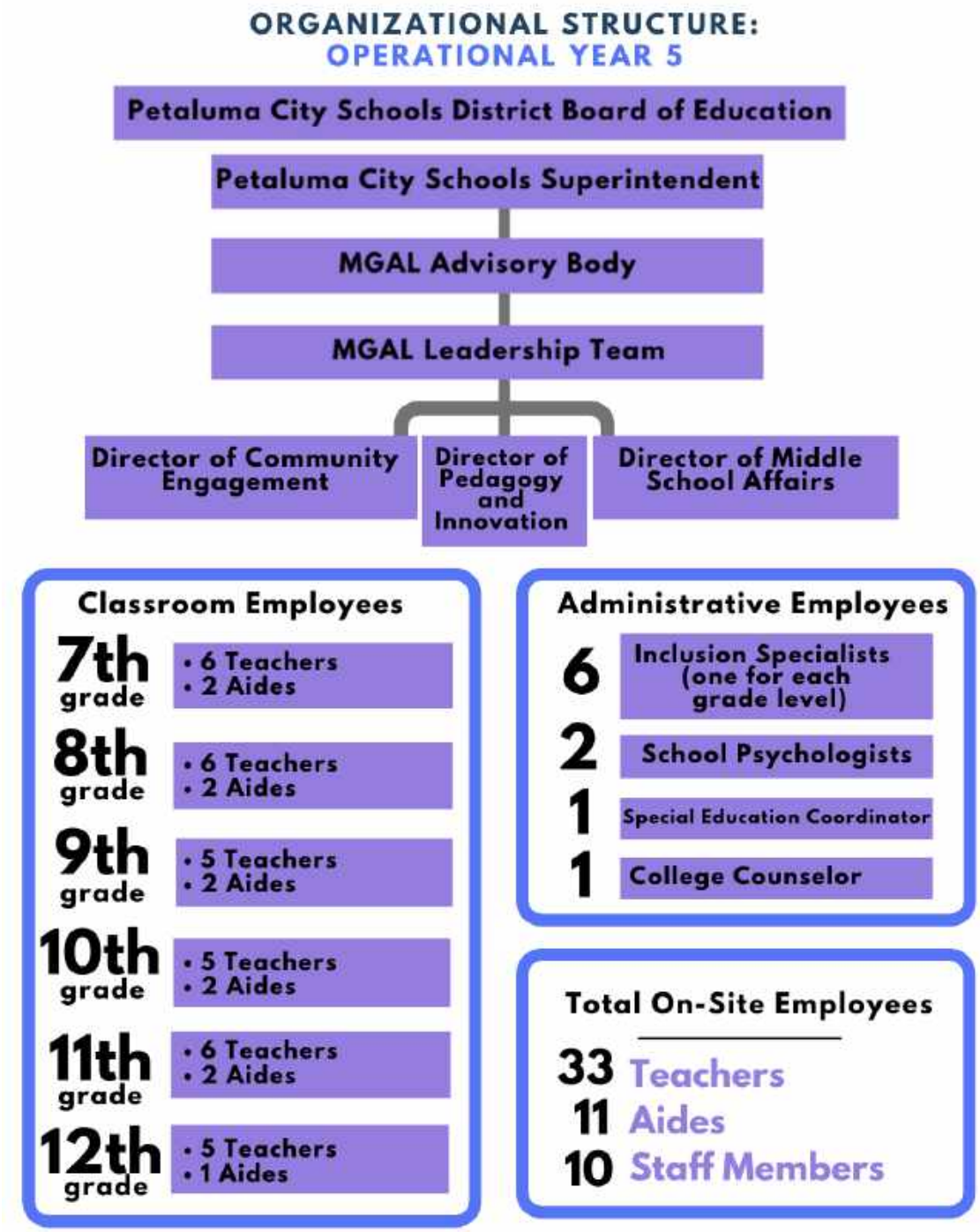


Figure 5.2 MGAL's Projected Organizational Structure in Year 5, Operating at Full Capacity as a 7-12 School.



MGAL strives to be a teacher-powered school, where all adults in the building are teaching in some capacity, whether it is teaching a semester-long elective class, running a lunchtime club, or advising a group of students. While the bulk of administrative duties will fall on the Director of Pedagogy and Innovation and the Director of Community Engagement, these individuals will also take on teaching roles within the MGAL community.

The MGAL team has specifically chosen not to have a "Principal" and/or "Dean of Students," and has instead designated a "Director of Pedagogy and Innovation" and a "Director of Community Engagement." The Director of Pedagogy and Innovation will provide strategic direction of the academic program and pedagogy, taking on the role of the Principal of the Charter School. The Director of Pedagogy and Innovation will ensure that they develop curricula, assess teaching methods and pedagogies, monitor student achievement, revise policies and procedures and oversee the operational safety of all programs, including the facility. The Director of Community Engagement will take on the role of Dean of Students, and will coordinate all programs for students, including but not limited to, experiential learning programs, extracurricular programs, college preparatory programming (including SAT/ACT testing), and provide general assistance to all students. The Director of Community Engagement will also work directly with parents and families and the larger Petaluma and Sonoma County community, administer school related disciplinary procedures, and work directly with the Petaluma City Schools District regarding any administrative matters.

During Operational Year 1, the Director of Pedagogy and Innovation and the Director of Community Engagement will work as part of the teacher team, each teaching a CTE pathway course. The Director of Pedagogy and Innovation will teach Digital Design in the Upper School (Grades 9-12), and the Director of Community Engagement will teach Business and Entrepreneurship in the 7th Grade. While teaching, these individuals will also be responsible for significant administrative duties. This choice has been made for two reasons: (1) to minimize the number of teachers needed to be hired in the first Operational Year and (2) to ensure that a positive school and staff culture and climate is created through working directly with students. Given the small number of students that MGAL will have in its first two years of operation, it makes the most sense for the Director of Pedagogy and Innovation and the Director of Community Engagement to take on a teaching role while also working to develop the programs, systems and procedures necessary for the Charter School to grow and succeed. Additionally, the MGAL leadership team feels it is important for the Director of Pedagogy and Innovation and the Director of Community Engagement to work directly with students in our first two years of operation to demonstrate positive role modeling of our expectations for all students and staff, and to start building a strong staff and student culture.

By MGAL's third operational year, upon greater enrollment across the middle and high school, the Director of Pedagogy and Innovation and the Director of Community Engagement will phase out of the classrooms and will be full-time administrators. The MGAL leadership team will also work with the Petaluma City Schools District to hire a Director of Middle School Affairs, who will teach part-time and manage all direct academic programming for grades 7 and 8.

The Director of Pedagogy and Innovation and the Director of Community Engagement will have specific delineated responsibilities that include but are not limited to the following:

Director of Pedagogy and Innovation	Director of Community Engagement
• Development of a curriculum program that focuses on gender equity and anti-racism, and is aligned to State Standards • Development of robust teacher training program in project-based learning pedagogy, SPED and EL best practices • Creating a schema and framework for MGAL internal student assessments to be administered by MGAL teachers • Facilitating faculty wide professional development • Lead WASC Accreditation process • Ensure maintenance and operational safety of all MGAL facilities • Observation and evaluation of faculty • Maintaining expectations of positive school culture and climate among MGAL faculty, staff and students. This will include facilitating disciplinary procedures, if necessary.	• Development of MGAL's robust programmatic framework, including extracurricular activities, enrichment classes and experiential learning opportunities such as internship, externship and experiential travel. • Building systems for MGAL school support staff; working with and mentoring EL coordinator, SPED coordinator, classroom aides, mental health counselors and any school volunteers. • Building systems for working and communicating with parents and families. • Communicate directly about administrative matters to the Petaluma City Schools District administration. • Maintaining expectations of positive school culture and climate among MGAL faculty, staff and students. This will include facilitating disciplinary procedures along with the MGAL teacher disciplinary committee, if necessary.

2. Hiring Protocol

MGAL's leadership team and Petaluma City Schools District's Assistant Superintendent, Human Resources and other Petaluma City Schools District personnel will work together to make staffing decisions for the Charter School.

Magnolia Global Academy for Leaders will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) and/or any other protected classes as outlined applicable state or federal law.

Staff Recruitment and Selection Process

The District will recruit and hire staff who possess the qualifications to work successfully with our target student population, deliver the education program effectively, and support and sustain the Charter School's college-going culture. All staff will meet applicable state and federal requirements for credentialing as applicable to the position, and the applicable qualifications for the position as outlined herein.

To ensure the selection of the highest quality staff, we will implement the following selection process in conjunction with the Petaluma City Schools District Human Resources Department:

- Post job openings (career and education websites, newspapers, Schools of Education, referrals, and email).
- Request resume, cover letter, and at least 3 letters of recommendation, in keeping with the Petaluma City Schools District Policy.
- Conduct brief screening interview (in-person or by phone).
- Watch sample teaching lesson, followed by debrief with the Director of Pedagogy and Innovation (for instructional positions).
- Members of the Charter School's current staff conduct extensive in-person interview.
- Verify credential and previous employment.
- Complete state and federal background checks including criminal background and other required health and safety checks.
- Complete personal reference checks.
- The MGAL leadership team, in conjunction with the Petaluma City Schools District Assistant Superintendent, Human Resources will work together to make offers to the strongest candidates.

Teacher Credential Assurance

Magnolia Global Academy for Leaders shall comply with all applicable provisions of the ESSA as they apply to certificated and paraprofessional employees of charter schools in the District. The Charter School shall ensure that all Magnolia Global Academy for Leaders teachers hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(1). The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

Recordkeeping and Minimization of Use of Emergency Credentialed Teachers

Magnolia Global Academy for Leaders will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. Magnolia Global Academy for Leaders will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, statewide and national job search sites and agencies, social media and local newspapers. Magnolia Global Academy for Leaders will

seek to work with the Petaluma City Schools District to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The Director of Pedagogy and Innovation, in conjunction with the Petaluma City Schools District, will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission on Teacher Credentialing. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the Charter School as well as shared with the Petaluma City Schools District Department of Human Resources.

Personnel Policies

The MGAL leadership team will work with the PCSD Department of Human Resources to develop a sound set of personnel practices that are aligned with the Charter School's mission and vision, and meets all state and federal laws and regulations to present to the Petaluma City Schools District Board of Education and the MGAL Advisory Body for approval. The Petaluma City Schools Board of Education will adopt and maintain personnel policies that shall be compiled and included in a personnel manual to be provided to all MGAL employees upon commencing employment.

3. Employee Qualifications

All members of the MGAL staff will have an unwavering commitment to the mission and vision of the institution, and prepare all students with the knowledge, skills and strength of character needed to succeed in college and serve as leaders in the Sonoma County community. All MGAL faculty and staff members, in all positions, must hold a firm belief in the potential of every child and be willing to uphold the same academic and behavioral standards for all students. MGAL will work with Petaluma City Schools to hire dedicated professionals who:

- Exude the characteristics of empathy, kindness, humility, creativity, inquiry and desire to learn and work with historically marginalized students to create a more just and equitable Sonoma County.
- Have a willingness and desire to learn more about project based learning and other innovative pedagogies, and to work collaboratively with other groups and teams at MGAL.
- Have a solid grasp on effective use of technology and multimedia tools to help create an efficient and technologically advanced school program.
- Have an interest in progressive pedagogies and curriculum, and a desire to try new things, be creative and take positive risks.

Leadership Qualifications

MGAL's leadership team is defined as the Director of Pedagogy and Innovation, the Director of Community Engagement, and the Director of the Middle School Affairs (Grades 7-8). MGAL's leadership team must have the commitment to execute on the comprehensive educational mission and vision of the Charter School, working closely with the academic team to achieve our goals for student outcomes. The leadership team must also manage and make decisions based upon student academic achievement as the determining factor. School leaders must be skilled in working collaboratively with the Petaluma City Schools District, with one another, and with teachers and

other Petaluma and Sonoma County community members to meet the ambitious goals of the Charter School.

The MGAL Advisory Body and the Lead Petitioner will work with the Petaluma City Schools District Assistant Superintendent of Human Resources to facilitate a high-quality hiring process for candidates to administrative positions.

The qualifications and requirements for administration candidates, as based on the qualifications of the Petaluma City Schools District, are:

- Minimum of three years of successful teaching experience
- Bachelor's Degree and Copy of Transcript
- Copy of Tier 1 Administrative Services Credential
- English Learner Authorization
- Letter of Introduction
- 3 Letters of Recommendation
- Resume
- Audio file introduction (As per the Petaluma City Schools website: *Please submit a link to a 3-5 minute audio or video file, to introduce yourself and explain why you are a good fit for this position and our District. Our staff uses technology as a tool to develop student creativity and student learning. The audio or video file does not need to include a picture of you and is used as a way for us to assess your technological skills and helps us determine whether you are a good fit for our District)*

Teacher Qualifications

Pursuant to Education Code Section 47605(l), all teachers at MGAL shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

The qualifications and requirements for teaching candidates, as based on the qualifications of the Petaluma City Schools District, are:

- Bachelor's degree and copy of transcript
- Resume
- CTC teaching credential or preliminary certificate/credential for no more than three years while actively working toward completion of a teaching credential.
- Credential must have embedded EL authorization: SDAIE, CLAD or BCLAD
- 3 Letters of Recommendation
- Audio File Introduction (as per the Petaluma City Schools website: *Link to 3-5 minute video or audio showing why you are a good fit for this position*)
- Background clearance
- Tuberculosis ("TB") clearance

Inclusion Specialist Qualifications

The qualifications and requirements for Inclusion Specialist candidates, as based on the qualifications of the Petaluma City Schools District, are:

- A valid California Education Specialist Instruction: Mild/Moderate Disabilities Credential with Autism Authorization and an EL authorization are required.
- The candidate should also have experience in the following:
    - A solid understanding of the students' function of behavior.
    - Can design behavioral interventions.
    - Can develop a Behavior Intervention Plan and coordinate and consult with school staff.
    - Ability to analyze the success of behavioral interventions.
    - Solid understanding and implementation of PBIS.
    - Certificate or knowledge of Applied Behavior Analysis Certified in ProAct.

Applicants for this position must submit the following:

- Copy of Transcript
- Credential Copy
- Letter of Introduction
- Letter(s) of Recommendation (Minimum of 3 letters required)
- Resume
- Education Specialist Instruction Credential - Mild/Moderate

MGAL will work to recruit and hire teachers who are bilingual in English and Spanish to ensure accurate assessment of students' language and literacy skills, appropriate academic support, and effective communication with parents.

Inclusion Specialist Coordinator Qualifications

The Inclusion Specialist Coordinator supports student achievement by planning, implementing, supervising, and evaluating the Charter School's special education and student services program. The Inclusion Specialist/Student Services Coordinator will work collaboratively with the Leadership Team, other special education and student service providers to ensure our students have the opportunity to fully access the high-quality education our school provides.

The qualifications and requirements for Inclusion Specialist candidates, as based on the qualifications of the Petaluma City Schools District, are:

- A valid California Education Specialist Instruction: Mild/Moderate Disabilities Credential with Autism Authorization and an EL authorization are required.

- The candidate should also have experience in the following:
    - A solid understanding of the students' function of behavior.
    - Can design behavioral interventions.
    - Can develop a Behavior Intervention Plan and coordinate and consult with school staff.
    - Ability to analyze the success of behavioral interventions.
    - Solid understanding and implementation of PBIS.
    - Certificate or knowledge of Applied Behavior Analysis Certified in ProAct.

Applicants for this position must submit the following:

- Copy of Transcript
- Credential Copy
- Letter of Introduction
- Letter(s) of Recommendation (Minimum of 3 letters required)
- Resume
- Education Specialist Instruction Credential - Mild/Moderate

MGAL will work to recruit and hire teachers who are bilingual in English and Spanish to ensure accurate assessment of students' language and literacy skills, appropriate academic support, and effective communication with parents.

Under the direction of the MGAL Leadership Team, the Inclusion Specialist Coordinator will implement, demonstrate, and coordinate the ELD literacy and numeracy program in compliance with the District, State and Federal guidelines; and to do other related functions as required. This position requires three years successful teaching experience. Bilingual, Spanish preferred.

The qualifications and requirements for Teachers, as based on the qualifications of the Petaluma City Schools District, are:

Teachers

Pursuant to Education Code Section 47605(l), all teachers at MGAL shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

The qualifications and requirements for teaching candidates, as based on the qualifications of the Petaluma City Schools District, are:

- Bachelor's degree and copy of transcript
- Resume
- CTC teaching credential or preliminary certificate/credential for no more than three years while actively working toward completion of a teaching credential.
- Credential must have embedded EL authorization: SDAIE, CLAD or BCLAD
- 3 Letters of Recommendation
- Audio File Introduction (as per the Petaluma City Schools website: *Link to 3-5 minute video or audio showing why you are a good fit for this position*)
- Background clearance
- Tuberculosis ("TB") clearance

School Psychologists

Under general direction of the Director of Community Engagement, the School Psychologists works as part of the Middle and Secondary Guidance program; provides a range of counseling services to middle and secondary school students.

The qualifications and requirements for School Psychologists, as based on the qualifications of the Petaluma City Schools District, are:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of the principals of human behavior. Familiar with a variety of counseling interventions appropriate in working with school-age children, including individual, group, and family methods. Knowledge of child development, adult and child psychopathology, differential diagnosis, and the theoretical and pragmatic aspects of counseling relationships. Knowledge of community service agencies and resources; problems and concerns of families in the community; family needs; social and personal needs of school age students, and organizations and individuals who handle emotional, social and drug related problems of school age students; a variety of computer software programs. Ability to establish and maintain cooperative relationships with students, school administrators and the community; analyze situations accurately and adopt an effective course of action; take responsibility and use good judgment in recognizing scope of authority.

Requirements: B.A. degree in psychology or other appropriate major with graduate course work in clinical psychology or counseling or B.A. in any major with M.A. or M.S. in clinical psychology or counseling is required. Applicants with a PPSC credential or licensed as a therapist or social worker may be eligible for an additional stipend.

For MFT Interns, weekly supervision by a Licensed MFT Supervisor will be provided and BBS (Board of Behavioral Sciences) hours will be signed.

The applicant must be a licensed MFT or Associate registered with the Board of Behavioral Sciences, and must submit the following:

- Letter of Introduction
- Letter(s) of Recommendation
- Resume

College Counselor

MGAL's College Counselor will be responsible for preparing, maintaining, modifying and evaluating manual and automated scholastic records and reports; inputting and compiling data related to student grades, credits, test scores attendance and other student information into an assigned system; obtaining and responding to requests for student records and information; and ensure compliance with District, State and federal guidelines. This is a classified position.
The qualifications and requirements for classified staff, as based on the qualifications of the Petaluma City Schools District, are:

- It is **recommended** that applications be accompanied by a ***cover letter, resume and a minimum of two letters of recommendation*** for any non-Secretary positions in Range 1 through Range 9.
- It is **required** that applications be accompanied by a ***cover letter, resume and a minimum of two letters of recommendation*** for all Secretary positions and all Range 10 through Range 16 positions.

MGAL's Desired Qualifications

MGAL will work to recruit and hire teachers who are bilingual in English and Spanish to ensure accurate assessment of students' language and literacy skills, appropriate academic support, and effective communication with parents. Additionally, through our partnerships with Sonoma State University and Santa Rosa Junior College, we will work to directly recruit well qualified candidates who are interested in progressive education to join our Charter School.
In addition to the specific qualifications noted above for teachers, MGAL staff qualifications will include the following:

- Shares the mission and the vision of Magnolia Global Academy for Leaders
- Models high standards for their students
- Maintains positive and productive relationships with students, their families, community and colleagues
- Demonstrates the ability to collaborate effectively with teammates, families and community stakeholders
- Has the will and desire to participate in extensive professional development and professional learning communities
- High levels of professionalism in daily business
- Flexibility, resilience and creativity in a start-up environment
- Strong work ethic
- Experience with technology

- Organizational skills
- Strong verbal and written communication skills

To the extent it is legally permitted, the MGAL leadership team will work with the North Coast School of Education to ensure that non-certificated staff members are able to participate in the District intern program and receive appropriate credentialing.

Teacher Apprentice Qualifications

Magnolia Global Academy for Leaders is committed to providing individualized, 1-on-1 adult support for students that are struggling (see Element 1 on "Special Populations: Low-Achieving Students"). Through our robust partnerships with Sonoma State University and Santa Rosa Junior College, we will have at least one teacher apprentice throughout the day as part of their apprenticeship. Apprentice candidates must be enrolled full-time in a four-year undergraduate program, or a graduate program, with the intention of earning a full-time multiple subject teaching credential or other appropriate California teaching credential.

ELEMENT 6: HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, Magnolia Global Academy for Leaders will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with the Petaluma City Schools District, our insurance carriers and risk management experts. These policies and procedures will be incorporated into Magnolia Global Academy for Leader's student and staff handbooks and will be reviewed on an ongoing basis by the leadership team, the Advisory Body and the Petaluma City Schools District. The Magnolia Global Academy for Leaders leadership team shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the Petaluma City Schools District for review at least 30 days prior to operation or as otherwise agreed upon by the Petaluma City Schools District and Magnolia Global Academy for Leaders.

The following is a summary of the health and safety policies of Magnolia Global Academy for Leaders:

1. Background Checks

Employees and contractors of PCSD will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Codes Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The District shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. All volunteers shall be fingerprinted and receive background clearance prior to volunteering at the Charter School, in accordance with Petaluma City Schools District policies.

In partnership with the Petaluma City Schools District, the Magnolia Global Academy for Leaders leadership team will monitor compliance with this policy, and report to the Petaluma City Schools District on a regular basis. The Petaluma City Schools District Board Chair shall monitor the fingerprinting and background clearance of the leadership team.

2. Facility Safety

Magnolia Global Academy for Leaders will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Should Petaluma City Schools District facilities be used

during the term of this charter, Magnolia Global Academy for Leaders will abide by all Petaluma City Schools District policies relating to Maintenance and Operations Services. Magnolia Global Academy for Leaders will pass all required fire inspections prior to the Charter School's opening.

Asbestos Management: Magnolia Global Academy for Leaders will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA), 40 CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Certificate of Occupancy Assurance: Magnolia Global Academy for Leaders assures that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of the Charter School, or as otherwise agreed upon by the District and Magnolia Global Academy for Leaders.

School Safety Plan: The MGAL leadership team will work with the Petaluma City Schools District to develop and adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal.

All MGAL staff will be trained on emergency preparedness procedures. The MGAL leadership team and faculty members will be CPR and first aid certified.

Fire, Earthquake, and Evacuation Drills: All MGAL Students and staff will participate in earthquake drills every semester, fire drills every semester, and at least one lock-down drill annually. As noted above, MGAL will have a School Safety Plan which will be reviewed by the

Petaluma City Schools District. All MGAL staff will be trained annually on the safety procedures outlined in the School Safety Plan.

Fire Safety: Magnolia Global Academy for Leaders agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

3. Health and Safety

Blood Borne Pathogens: Magnolia Global Academy for Leaders will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Magnolia Global Academy for Leaders will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment: Magnolia Global Academy for Leaders will function as a drug, alcohol and smoke free environment.

Food Service and Other Auxiliary Services Safety: Magnolia Global Academy for Leaders will work with the Petaluma City Schools District to create a Memorandum of Understanding around our food services and other auxiliary services safety. Magnolia Global Academy for Leaders will ensure that its auxiliary services such as food services, transportation and custodial services are safe and free from hazardous materials.

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

Immunizations: All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School: Magnolia Global Academy for Leaders will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Suicide Prevention Policy: Magnolia Global Academy for Leaders shall adopt and maintain a policy on pupil suicide prevention in accordance with Education Code section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Tuberculosis Risk Assessment and Examination: Magnolia Global Academy for Leaders employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with

students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Vision, Hearing, and Scoliosis Screenings: Students will be screened for vision, hearing and scoliosis. Magnolia Global Academy for Leaders will adhere to Education Code Section 49450, *et seq.* as applicable to the grade levels served by the Charter School.

Role of Staff as Mandated Child Abuse Reporters: All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Petaluma City Schools District. The District shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

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

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

California Healthy Youth Act: The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Diabetes: Magnolia Global Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Comprehensive Discrimination and Harassment Policies and Procedures: Magnolia Global Academy for Leaders is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Magnolia Global Academy for Leaders will develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Magnolia Global Academy for Leaders (including employee-to-employee, employee-to -student, and student-to-

employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Magnolia Global Academy for Leaders' discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention: The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Athletic Programs: The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

ELEMENT 7: MEANS TO ACHIEVE A STUDENT POPULATION BALANCE

Governing law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

Magnolia Global Academy for Leaders shall strive to achieve a student population with a balance of racial and ethnic students, special education students, and English Learners from surrounding neighborhoods within Petaluma and the greater Petaluma City Schools District boundaries that is reflective of the general population residing within the territorial jurisdiction of the Petaluma City Schools District. No test or assessment shall be administered to students prior to acceptance and enrollment into our Charter School. As previously noted, the Charter School shall not discriminate on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Inclusive recruitment strategies will be implemented throughout our communities to provide Petaluma and Sonoma County families with the opportunity to participate in the Charter School. Magnolia Global Academy for Leaders will work with community organizations and programs, churches, stores, merchant associations, and public schools within the Petaluma City Schools District boundaries and the larger Sonoma County community to recruit a student population that reflects the community.

1. Targeted Community

As outlined in Element 1 of this Charter application, Magnolia Global Academy for Leaders is designed to serve students in the Petaluma City Schools District, and the larger Sonoma County community, *especially historically marginalized students*, such as people with historically marginalized genders, BIPOC students, and LGBTQIA+ students.

Based on the racial and ethnic makeup of both Petaluma City Schools District and the larger Sonoma County community, we anticipate that our student population will reflect similar racial and ethnic demographics. As a diverse by design charter school, we will strive to have at least 50% of our students identified as BIPOC. We will also aim to have at least 50% of our students qualify for Free and/or Reduced Priced Lunch.

Table 7.1. Petaluma City Schools District Students' Student Makeup

Student Demographic	Percentage of Petaluma City Schools Students
African American, not Hispanic	1.5%
American Indian, Native Alaskan	0.6%
Asian, Filipino, Pacific Islander	2.36%
Hispanic or Latinx	30%
White, not Hispanic	62%
Two or more races	2.5%
English Learners	17.5%
Students who qualify for Free and Reduced Price Meals (FRPM)	37.4%
Special Education Students	15%

Table 7.2. Sonoma County Public Schools Students' Racial/Ethnic Makeup

Ethnicity	Percentage of Sonoma County Public School Students
African American, not Hispanic	1.5%
American Indian, Native Alaskan	0.8%
Asian, Filipino, Pacific Islander	4%
Hispanic or Latinx	45.6%
White, not Hispanic	42%
Two or more races	4%
English Learners	17.7%
Students who qualify for Free and Reduced Price Meals (FRPM)	48.9%
Special Education Students	14.1%

Furthermore, Magnolia Global Academy for Leaders has an extraordinary commitment to serving students traditionally defined as “historically marginalized” and “economically disadvantaged”. We will aggressively recruit these students from surrounding neighborhoods in Petaluma, as well as target areas of Sonoma County.

2. Recruiting for Student Population Balance

While we are committed to serving any student who wishes to attend Magnolia Global Academy for Leaders, the majority of our recruitment efforts will focus on attracting historically marginalized students, especially BIPOC students, in order to more closely reflect the racial and ethnic balance of the Petaluma and Sonoma County community.

Our recruitment plan includes ongoing community outreach in English and Spanish that will provide an education alternative to any interested students or families in Petaluma and Sonoma County. MGAL will facilitate presentations, programs, and individualized interactions with families in other languages as appropriate.

Community outreach and recruitment will begin immediately upon authorization and will continue through MGAL’s open enrollment period. Planned outreach will begin in October of 2021, and will include but is not limited to:

- Develop and distribute marketing materials (posters, brochures, fliers) in English and Spanish.
- Develop and maintain a robust social media presence in English and Spanish that gives parents and families the opportunity to learn more about our school program.
- Present and distribute information at community organization meetings (such as Rotary Clubs, La Luz, and Family Resource centers) and local churches.
- Present at local organizations that serve historically marginalized students, including the Boys and Girls Clubs, Girl Scouts of America, Positive Images, La Luz, Latino Service Providers, etc.
- Host information booths and information distribution at community events, farmer’s markets, community centers, local businesses, faith-based organizations, grocery stores, and shopping centers.
- Host information sessions in Spanish with EL coordinators, and with Education Specialists to demonstrate the Charter School’s ability to serve both English Learners and SPED students.
- Visit "feeder" middle schools and high schools in the Petaluma City Schools District and larger Sonoma County Community to share information.
- Hold Open Houses and informational meetings at the school site (as appropriate).
- Reach out to local television, radio, and print media reporters.
- Advertise in local newspapers.
- Advertise in local organization newsletters.
- Advertise on local radio stations.

3. Achieving a Student Population Balance

Magnolia Global Academy for Leaders will keep on file documentation of the efforts made to achieve a balance of racial and ethnic students, special education students and English Learners, and the results achieved, as well as an accurate accounting of the student population balance of students enrolled in the Charter School. In order to accomplish this, Magnolia Global Academy for Leaders will continuously track and refine its recruitment efforts, outreach programs, and activities through the following or other indicators of effectiveness:

- Maintain student demographic data to ensure accurate accounting of the student population balance of students enrolled in the Charter School. These data will inform our annual self-evaluation on our progress in achieving our desired population balance.
- Keep copies of flyers or brochures, applications, and other recruitment materials developed in the primary languages of the families in the surrounding neighborhoods (i.e., English and/or Spanish).
- Establish a database of contacts at various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the Charter School website, and/or sending out press releases to the local media.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

Magnolia Global Academy for Leaders will be an open enrollment, tuition-free public school with no requirements or conditions for admission (e.g., minimum grade point average, test scores, discipline records, etc.), consistent with Education Code Section 47605(e)(2)(A).

Magnolia Global Academy for Leaders will enroll all students who wish to attend the Charter School to the extent that space allows. Admission will not be determined by the place of residence of a pupil or his or her parent or legal guardian within the state.

Magnolia Global Academy for Leaders will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Magnolia Global Academy for Leaders will comply with all applicable laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Upon authorization, Magnolia Global Academy for Leaders will implement an aggressive recruitment campaign to ensure we are fully enrolled (60 7th grade students and 100 9th grade students) prior to our proposed August 2022 opening. Our outreach/recruiting street team will include the lead petitioner, founding Advisory Body members, faculty, staff and families. (See *Element 7* for details.)

No test or assessment will be required prior to acceptance and enrollment in the Charter School; however, assessments may be administered after enrollment to help the Charter School determine the appropriate level of support for new students and/or grade placement for students who transfer to Magnolia Global Academy for Leaders.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the

academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

1. Open Enrollment Process

MGAL will start its formal recruitment of incoming students upon charter authorization for Operational Year 1. Going forward, formal recruitment will be in the fall each year for the following school year. Applications will be made available digitally through a website as well as through paper forms if parents/guardians are interested. All website and phone applications and paper forms will be made available in Spanish and English.

2. Admission Preferences

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. All students who wish to attend Magnolia Global Academy for Leaders shall be admitted, up to capacity.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing ("lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In the spirit of inclusivity and equity, MGAL employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admissions requirements. Weightings for socioeconomic status ("SES") are employed as described below.

Admission preferences in the case of a public random drawing shall be given to students in the following sequence of priority:

- Children of Magnolia Global Academy for Leaders faculty, staff, founding families and founding Advisory Body and Community Advisory Council members (not to exceed 10% of the total school enrollment)
- Children who qualify for Free or Reduced-Price Meals
- Siblings of students admitted to or attending the Charter School
- Residents of the District
- All other applicants

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

3. Public Random Drawing

In the event that MGAL receives more enrollment forms than the number of seats open for a particular grade by the application deadline, MGAL will conduct an annual public random drawing to determine admission in accordance with Education Code Section 47605(e)(2)(B).

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. Date, time, and location of the public lottery and rules for the lottery process will be posted online and included on the MGAL website, in English and Spanish. Parents do not have to be present to participate in the lottery. The lottery drawing will be held on the Charter School facilities or at another location designated by the Charter School and clearly notified. MGAL will ensure that the lottery process will be:

- Held in a public space large enough to accommodate all interested
- Public, transparent, and fair
- Facilitated by an uninterested party charged with conducting the process

The Charter School and the Advisory Body will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Leadership Team). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level.

Within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

All applications drawn after reaching capacity will be placed on a wait list, in order in which they are drawn. Any applications submitted by the deadline and not accepted through the public random drawing due to capacity limitations will be placed on the wait list in the order determined by lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Applications received after the deadline will be held in abeyance, and subsequent lotteries shall be conducted, in accordance with the above procedures, as necessary, to repopulate the wait list.

Results of the public random drawing will be delivered in English, Spanish and any other language as deemed necessary. Results will be mailed and emailed to all applicants and follow-up phone calls will be made.

Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet, as described below. Any families who decline admission or who fail to confirm within the three week deadline will have their offer of admission rescinded.

Upon admission to Magnolia Global Academy for Leaders, the registration process is comprised of the following enrollment packet:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;
- Authorization for the Charter School to request and receive from schools the student has attended or is currently attending;[1]
- A copy of any existing SST evaluations and recommendations for the student;
- A copy of any existing 504 Plan or IEP for the student

4. Waiting List

Any families who decline admission or who fail to confirm their spot within the allotted three weeks will lose their position to the next name on the waiting list. It is the responsibility of the family to ensure that up-to-date contact information is on file with the Charter School and no exceptions to the three-week deadline will be made for families that fail to respond within the three-week period due to incorrect contact information. The MGAL team will send follow up emails and make phone calls to ensure families receive clear instructions and the information needed to complete and return the enrollment packet.

The waiting list will be kept on file at the Charter School and will be valid only for the duration of the current school year. During the school year if vacancies should arise, the Charter School will notify families on the waitlist to see if they would like to enroll. If the notified family declines or does not respond within 5 business days, they are removed from the waitlist and the next family is contacted.

Enrollment forms received after 5:00 pm on the enrollment deadline date will be marked with the date and time of receipt and will be held in abeyance, and subsequent lotteries shall be conducted, in accordance with the above procedures, as necessary, to repopulate the wait list.

[1] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

The Charter School may refine the public random drawing policies and procedures following the first year of operations in accordance with the Petaluma City Schools District. A copy of the revised policy, if any, designed to improve the Charter School's admissions efforts, will be provided to the District within 45 calendar days of the approval by the Petaluma City Schools District Board of Education and prior to the enrollment period of the year in which the revised drawing policy will be implemented.

Table 8.1. Tentative Enrollment Process Timeline for 2022-2023 School Year

Date	Step in Enrollment Process
November 1st 2021	Applications available online (web browser or phone application) or via paper application at locations throughout the Petaluma and Sonoma County community.
February 1st 2022	Application window closes at 5:00 pm.
February 4th 2022	Random Public Drawing (if necessary)
February 7th 2022	Enrollment results emailed/mailed to families and phone calls made
March 4th 2022	Deadline to confirm intent to enroll and submit enrollment packet.

5. Record Keeping

Magnolia Global Academy for Leaders will keep the following records on file in the main office:

- Public Lottery Procedures: Documentation of drawing procedures as defined in the Charter School's charter and any subsequent policy or policies approved by the Advisory Body and/or Petaluma City Schools District Board of Education.
- Public Lottery Results: Results of the public drawing, indicating ranking.
- Updated Waiting List: The most up to date waiting list, including names that were added after the drawing, including contact information.

Magnolia Global Academy for Leaders will work with the Petaluma City Schools District to create an application deadline and proposed lottery date. MGAL will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the approved charter.

ELEMENT 9: ANNUAL FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of the Magnolia Global Academy for Leaders will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m) and the Petaluma City Schools District.

The books and records of MGAL will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the Petaluma City Schools District, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Advisory Body shall oversee the selection of an independent auditor and the completion of an annual audit of the Charter School's financial books and records, including attendance. The independent auditor must have at a minimum, a CPA and educational institution audit experience, and must be named on the State Controller's published list of approved educational audit providers. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that annual audits will be completed within five months of the close of each school year. A copy of the auditor's findings will then be forwarded to Petaluma City Schools District, the Sonoma County Superintendent of Schools, the State Controller's Office, and the California Department of Education by December 15th of each year. The MGAL Advisory Body will review the audit and report to the Petaluma City Schools Board of Education with any deficiencies and recommendations on how to resolve them. The Advisory Body will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Magnolia Global Academy for Leaders is a public record to be provided to the public upon request. Any disputes concerning the resolution of audit exceptions shall be referred to the dispute resolution process described in *Element 14* of this charter.

ELEMENT 10: PUPIL DISCIPLINE, SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J)

MGAL Code of Conduct

The MGAL faculty, staff and students will co-construct a Code of Conduct for every grade level at the beginning of every school year during the orientation week. Several drafts of co-constructed Code of Conduct will be created in grade level teams during the weeklong orientation. MGAL's Code of Conduct will create conditions that foster faculty, staff and student self-discipline in a warm, supportive and open school climate that is conducive to maximum learning for all students, especially historically marginalized students. MGAL's Code of Conduct will act as a general guide for student behavior, not a mechanism for rigid control. The individual personalities of students or extenuating circumstances will be considered before corrective measures are prescribed.

The MGAL Code of Conduct will be available in both English and Spanish and will be signed by all students and their parents/guardians at the beginning of the school year. Every family will

receive a new copy of the Parent-Student Handbook annually with a copy of the Code of Conduct in it.

Each student and their parent/guardian will be provided with a copy of the following discipline policies including suspension and expulsion policies and procedures and will be required to verify that they have reviewed and understand the policies prior to enrollment.

At MGAL, our student dress code will align with that of Petaluma and Casa Grande High School. The MGAL leadership team will work with the Advisory Board and Council to create restorative policies around enforcement of our dress code policies. The MGAL leadership team will be accountable for enforcing dress code policies.

1. Discipline Procedures

The founders of MGAL recognize and understand the necessity of having progressive disciplinary policies to address the multifaceted needs of our students. Our top priority at MGAL is to strive for a classroom environment that allows all students to be fully engaged through self-regulation and wholehearted learning. Students take initiative in their learning when they feel understood, heard, and valued. MGAL teachers, administrations, and staff all play a role in supporting students feel valued as well as safe in the classroom. Therefore, our discipline procedures are engagement-centered because studies have shown that student engagement has "behavior, cognitive, and emotional components." MGAL will lead by example in all of these components so students can dive into cognitive and emotional engagement, while teachers assist with behavioral engagement, e.g., getting students seated, regularly turning in assignments, waiting their turn to speak, etc. Nevertheless, MGAL does not see punitive, harsh disciplinary processes as a method to effectively educate. Instead, discipline is a supplementary support structure when students cannot effectively self-regulate. Learning should be propelled through a genuine curiosity rather than fear of impending consequences nor compliance for the sake of success. The MGAL community will be a place of care and growth where students will have the opportunity to learn from their mistakes and transgressions.

In aspiring for wholehearted learning and genuine curiosity, MGAL is transparent about how schools have historically barred people with marginalized genders, BIPOC students, LGBTQIA+, neurodivergent, and low-income students from having equal access to education. In doing so, the school to prison pipeline has formed, where students who are constantly suspended in school have a higher likelihood for future incarceration. MGAL wants to confront the power dynamics that led to the national trend that disproportionately affects BIPOC students. This process begins with school protocols that should not mimic the prison industrial complex. First, our dress code will not be rigid so minor infractions cannot be permitted. Secondly, MGAL will work with the Petaluma City Schools District to create an environment where there is no police surveillance nor force on campus grounds. MGAL will share a student resource officer with other schools in the District, however, we strongly believe in the use of less force to rehabilitate and reconstitute conflict on our school grounds.

Multiple studies have shown there is a correlation between student discipline and academic achievement. When students are continually suspended, they rapidly decrease their opportunity for academic excellence. Therefore, MGAL strongly believes in the ability to decrease the number

of suspensions, referrals of students to the Leadership Team, and minor infractions for all students, especially BIPOC students. Simultaneously, we are aware of the power of discretionary action that leads rules and regulation to be subjective rather than objective. The MGAL leadership team believes that strong community relationships and classroom management can pre-empt any disciplinary actions or measures before they start. Students who are deeply engaged in learning are far less likely to demonstrate inappropriate behaviors. MGAL's professional development will ensure that all MGAL faculty and staff have the appropriate tools in their toolkit to build positive relationships with students and develop curriculum and projects that are engaging and authentic.

The disciplinary policies and procedures at MGAL will be culturally congruent to the community that we serve and will be rooted in our Charter School's mission of creating a physical and emotional safe space for all students. Teachers will implement developmentally appropriate systems that are consistent across grade levels. The MGAL teachers will work together to create developmentally appropriate systems during our annual Professional Development sessions at the beginning of each academic year. (*See Element 1).*

When discipline issues develop a typical progression of consequences might follow this sequence:

- Warning
- Loss of privilege
- Discussion with advisor/administrator with an opportunity for act of class/ teacher/peer atonement
- Conference with parent, develop an analysis of cause including possible PTSD and behavior action plan.

Atonement, literally meaning "reparations for an offense or injury" will be at the core of MGAL disciplinary culture. As a school community, we will work to ensure that students continue to develop awareness necessary to acknowledge when a harm or transgression has been committed and seek the appropriate resolution. MGAL strives to create upstanding citizens that understand the necessity of personal responsibility and create a community of atonement and forgiveness.

Through restorative practices, the MGAL team will seek to use mediation and conversations between students to humanize the disciplinary process and ensure that all parties feel seen and heard. Our aim is to invoke a communal sense of responsibility for one another without using guilt or shame as a tactic. Instead, MGAL staff, faculty and administrators will rely on framing incidents in terms of human safety and inclusion with the needs of the community as the overarching realm of concern. MGAL's faculty, staff and Advisory Body will work on modeling an ethic of empathy towards one another, our students and community members. Through modeling an ethic of empathy, we aim to create a school community that utilizes empathy as a tool for growth for all. An ethic of empathy will help foster a school culture that is safe, open and accepting of all students.

2. Suspension & Expulsion Policy & Procedures

MGAL understands the need for a suspension and expulsion policy. However, we hope to use our preventative measures to hinder this process becoming a reality at our school. Scholar Thalia Gonzales has conducted research informing others how students who are removed from school settings due to suspensions mimic PTSD symptoms. Therefore, when students are outside earshot of learning the material, they are perpetuating the vicious cycle of getting behind on content and learning requirements. As a school community, MGAL will strive to have few, if any, suspensions and expulsions annually.

MGAL will follow all PCSD suspension and expulsion policies.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Homework Assignments During Suspension: In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

All full-time certificated staff at Magnolia Global Academy for Leaders will be covered by the State Teachers' Retirement System ("STRS") and all full-time classified staff shall participate in the Public Employees' Retirement System ("PERS"), in a manner consistent with all District employees. All other employees not covered by STRS or PERS shall participate in the federal social security program as applicable to the position.

MGAL intends to enter into a Memorandum of Understanding with the Petaluma City Schools District, in which appropriate arrangements for retirement coverage will be ensured for all employees.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student may be required to attend Magnolia Global Academy for Leaders. Petaluma City Schools District students who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

The parent or guardian of each student enrolled in Magnolia Global Academy for Leaders shall be informed on admissions forms that the student has no right to admission in a particular school of any local educational agency as a consequence of enrolling in the Charter School, except to the extent that such a right is extended by the local educational agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

Governing law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

All employees of MGAL will be considered the exclusive employees of the District and shall have the same rights as all other District staff upon leaving the employment of the District, and with regard to transfers to other District schools and other benefits contained in contracts negotiated by their bargaining unit.

ELEMENT 14: DISPUTE RESOLUTION FOR SCHOOL AUTHORIZER ISSUES

Governing law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between the Charter School and the District

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Leadership Team of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Leadership Team, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Leadership Team, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Leadership Team, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Leadership Team, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE

Governing law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

The decision to close the Charter School shall be documented by an official action of the Petaluma City Schools Board of Education pursuant to a recommendation of the Advisory Body. The action will identify the reason for closure. Additionally, the official action will identify both an entity and person(s) responsible for closure-related activities.

The Charter School will promptly notify parents and students of Magnolia Global Academy for Leaders, the District, the Sonoma County Office of Education, the retirement systems in which MGAL's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure and its effective date. This notice will also include the name(s) and corresponding contact information to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of MGAL of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Petaluma City Schools Board of Education decision to close MGAL.

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

As applicable, MGAL will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. MGAL will ask the District to store original records of MGAL students. All MGAL student records shall be transferred to the District upon closure. If the District will not or cannot store the records, MGAL shall work with the County Office of Education to determine a suitable, alternative location for storage.

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

As soon as is reasonably practical, the Charter School and the Petaluma City Schools District shall prepare final financial records. MGAL shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Petaluma City Schools District Board of Education and shall be provided to PCSD promptly upon completion. The final audit will include

an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to MGAL.

MGAL will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of MGAL all net assets of MGAL, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending MGAL, remain the sole property of the District. Any assets acquired from the District or District property will be promptly returned upon MGAL closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Petaluma City Schools District shall remain responsible for satisfaction of all liabilities arising from the operation of MGAL.

As specified by the attached Budget, MGAL will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER REQUIREMENTS

1. Budget

Governing law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Magnolia Global Academy for Leaders relies on state and federal funding sources to support its basic program, instruction, and curriculum. Grant, foundation, loans, and corporate monies as well as in-house fundraising may be used to support and enhance learning opportunities and provide extra activities and events.

Attached, as *Appendix A*, please find the following documents:

- Projected start-up year and three-year budget
- Cash flow and financial projections

These documents are based upon the best data available to the petitioners at this time.

It is assumed that the MGAL Foundation will incur all start-up costs for the creation of the school, including but not limited to the start-up costs listed in the first budget in *Appendix A*, as well as any other costs deemed necessary in our start-up year.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.

2. By July 1, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Fundraising

MGAL has a separate non-profit public benefit corporation for fundraising purposes, to support our pedagogy, curriculum and experiential learning programs. The Board of Directors of the MGAL Foundation is mindful of the need to raise additional funds in order to create an optimally effective educational program.

The MGAL Foundation will aggressively seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the Charter School on even better fiscal footing than we project here.

Fundraising will be a balance of individual and Foundation giving, as well as in-kind donations and partnerships for reduced costs (such as our partnership with SAI programs). Current Board members on the MGAL Foundation Board of Directors have a strong record of fundraising, with two members having raised over $11 million in the course of their fundraising careers.

Financial Reporting

Local, state, county and federal financial and other reporting requirements are an important part of operating a public charter school. As a dependent charter school, MGAL will work with the Petaluma City Schools District for all of our state, county and federal financial reporting requirements.

2. Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

Magnolia Global Academy for Leaders anticipates serving approximately 160 students from Petaluma and Sonoma County in grades 7 and 9 beginning in its first year of operations (2022-2023). MGAL's "Plan A" for facilities is to work with the Petaluma City Schools District to find a facility with a minimum of 10,000 square feet for Year 1. For Years 1-3, as MGAL will be serving a smaller number of students, the facility could be co-located with another school in the Petaluma City Schools District, or co-located with another non-profit organization, local business or community organization, provided that the facility adheres to all applicable legal requirements for the operations of a public school, including any zoning and use requirements. By Year 5, we hope to move into a permanent facility, with a minimum of 15,000 square feet to accommodate 600 students. Ideally, the facility will be centrally located in the Petaluma City Schools District, with easy access to public transportation.

In the event that the Petaluma City Schools District is unable to provide us with a facility, as an alternate plan, MGAL will work with PCSD and the brokers at Corcoran Global Living to secure a private facility. The MGAL team has already begun working with Corcoran Global Living and exploring different leasing/purchasing options within the Petaluma City Schools District (see *Appendix E*). Our goal is to negotiate a 5-year lease and be able to take possession by June 2022 for tenant improvements and building code compliance work, in the event that suitable District facilities are not available.

Magnolia Global Academy for Leaders shall submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the Charter School will operate complies with Education Code Section 47610.

3. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

Magnolia Global Academy for Leaders will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies. As a dependent charter school, we will work directly with the Petaluma City Schools District for our financial reporting. The MGAL leadership team will work directly with the Petaluma City Schools Chief Business Official to ensure that all of our reporting is done in an efficient and timely manner.

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering material revision and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of MGAL not to exceed one (1) percent of the revenue of MGAL. The District may charge up to three (3) percent of the revenue of MGAL if MGAL is able to obtain substantially rent-free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03

4. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Magnolia Global Academy for Leaders shall be operated as a dependent charter school within the Petaluma City Schools District.

Magnolia Global Academy for Leaders shall work diligently to assist the District in meeting any and all oversight obligations under the law, including regular meetings, reporting or other District-requested protocol.

Furthermore, Magnolia Global Academy for Leaders intends to enter into a memorandum of understanding with the District, wherein MGAL shall indemnify the District for the actions of the Charter School under this charter.

The Charter School will purchase general liability insurance and fidelity bonding to secure against financial risks. Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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Appendix A: Budget Information

MGAL Year 0 Start Up Budget		
		Totals
	Proposed New Revenue	
	Locally Raised Funds	
	Fundraising Activities	$250,000
	Total Estimated Revenue (NEW)	**$250,000**
	Total Estimated Funds	**$250,000**
	Proposed Start Up Expenditure	
Facilities Costs	Facilities- Potential Lease Deposit and Rent	$15,000
Facilities Costs	Interior Decorating of Facility	$1,500
Academics	Textbook(s) & Curriculum	$6,000
Academics	Materials	$3,000
Enrollment	Student Recruitment and Enrollment	$5,000
Professional Development	Special Education Consulting and Training	$3,000
Professional Development	On the Margins Diversity, Equity, Inclusion Consulting and Training	$10,000
Professional Development	Staff Development and Training	$5,000
Other Costs	Fundraising Costs	$3,000
Other Costs	Legal Fees	$8,000
	Total Proposed Start Up Expenditure	**$59,500**
	Proposed Capital Expenditure	
	Furniture, Technology and Fittings (including IPads and Printers, Wifi, etc)	$150,000
	Total Proposed Expenditure	**$209,500**
	Total Estimated Funds	**$209,500**

MGAL
Operating Budget Summary for Fiscal Year Ending 6/30/23 - 6/30/25
Prepared as of August 13, 2021

	Budget 22-23		Budget 23-34	Budget 24-25
REVENUE				
ADA Revenue	1,142,122	#	1,998,713	2,855,304
TOTAL REVENUE	1,142,122		1,998,713	2,855,304
DIRECT COSTS				
Salary & Wages	1,013,595	#	1,552,540	2,295,760
Payroll Taxes	81,088	#	124,203	183,661
Employee Benefits	91,224	#	139,729	206,618
Sub-Total Wages & Benefits	1,185,906		1,816,472	2,686,039
% of Taxes & Benefits to Wages	***17.00%***		***17.00%***	***17.00%***
Student Curriculum & Materials	80,000		110,000	72,500
Occupancy	10,000		10,000	10,000
Office Expense	2,000		2,000	2,000
TOTAL DIRECT COSTS	1,277,906		1,938,472	2,770,539
GROSS PROFIT (LOSS)	(135,785)		60,241	84,765
NET INCOME (EXPENSE)	(135,785)		60,241	84,765

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MGAL
Operating Budget Detail for Fiscal Year Ending 6/30/23
Updated 8/13/2021

	7th Grade	9th Grade	Support and Admin Staff	Total 2022-23
REVENUE				
ADA Revenue	428,296	713,826		1,142,122
TOTAL REVENUE	428,296	713,826	-	1,142,122
DIRECT COSTS				
Salary & Wages	255,720	392,160	365,715	1,013,595
Payroll Taxes	20,458	31,373	29,257	81,088
Employee Benefits	23,015	35,294	32,914	91,224
Sub-Total Wages & Benefits	299,192	458,827	427,887	1,185,906
% of Taxes & Benefits to Wages	***17.00%***	***17.00%***	***17.00%***	
Student Curriculum & Materials	30,000	50,000	-	80,000
Occupancy			10,000	10,000
Office Expense			2,000	2,000
TOTAL DIRECT COSTS	329,192	508,827	439,887	1,277,906
GROSS PROFIT (LOSS)	99,103	204,999	(439,887)	(135,785)
OTHER EXPENSE (Including O/Head)				
Support Staff Allocation	83,676	139,460	(223,137)	-
G&A Allocation	81,281	135,469	(216,750)	-
NET INCOME (EXPENSE)	(65,854)	(69,930)	-	(135,785)

MGAL
Operating Budget Detail for Fiscal Year Ending 6/30/24
Updated 8/13/2021

	7th Grade	8th Grade	10th Grade	Support and Admin Staff
REVENUE				
ADA Revenue	713,826	571,061	713,826	-
TOTAL REVENUE	713,826	571,061	713,826	-
DIRECT COSTS				
Salary & Wages	361,440	330,720	392,160	468,220
Payroll Taxes	28,915	26,458	31,373	37,458
Employee Benefits	32,530	29,765	35,294	42,140
Sub-Total Wages & Benefits	422,885	386,942	458,827	547,817
% of Taxes & Benefits to Wages	***17.00%***	***17.00%***	***17.00%***	***17.00%***
Student Curriculum & Materials	20,000	40,000	50,000	-
Occupancy				10,000
Office Expense				2,000
TOTAL DIRECT COSTS	442,885	426,942	508,827	559,817
GROSS PROFIT (LOSS)	270,941	144,118	204,999	(559,817)
OTHER EXPENSE (Including O/Head)				
Support Staff Allocation	122,524	98,019	122,524	(343,067)
G&A Allocation	77,411	61,929	77,411	(216,750)
NET INCOME (EXPENSE)	71,006	(15,829)	5,064	-

Total 2023-24
1,998,713
1,998,713
1,552,540
124,203
139,729
1,816,472
110,000
10,000
2,000
1,938,472
60,241
-
-
60,241

MGAL
Operating Budget Detail for Fiscal Year Ending 6/30/25
Updated 8/13/2021

	7th Grade	8th Grade	9th Grade	11th Grade
REVENUE				
ADA Revenue	713,826	713,826	713,826	713,826
TOTAL REVENUE	713,826	713,826	713,826	713,826
DIRECT COSTS				
Salary & Wages	436,440	436,440	436,440	436,440
Payroll Taxes	34,915	34,915	34,915	34,915
Employee Benefits	39,280	39,280	39,280	39,280
Sub-Total Wages & Benefits	510,635	510,635	510,635	510,635
% of Taxes & Benefits to Wages	***17.00%***	***17.00%***	***17.00%***	***17.00%***
Student Curriculum & Materials	7,500	10,000	5,000	50,000
Occupancy				
Office Expense				
TOTAL DIRECT COSTS	518,135	520,635	515,635	560,635
GROSS PROFIT (LOSS)	195,691	193,191	198,191	153,191
OTHER EXPENSE (Including O/Head)				
Support Staff Allocation	109,688	109,688	109,688	109,688
G&A Allocation	54,188	54,188	54,188	54,188
NET INCOME (EXPENSE)	31,816	29,316	34,316	(10,684)

Support and Admin Staff	Total 2024-25
-	2,855,304
-	2,855,304
550,000	2,295,760
44,000	183,661
49,500	206,618
643,500	2,686,039
17.00%	
-	72,500
10,000	10,000
2,000	2,000
655,500	2,770,539
(655,500)	84,765
(438,750)	-
(216,750)	-
-	84,765

MGAL
7th Grade

	Budget 22-23		Budget 23-24	Budget 24-25
REVENUE				
ADA Revenue	428,296		713,826	713,826
				-
TOTAL REVENUE	428,296		713,826	713,826
DIRECT COSTS				
Salary & Wages	255,720		361,440	436,440
Payroll Taxes	20,458		28,915	34,915
Employee Benefits	23,015		32,530	39,280
Sub-Total Wages & Benefits	299,192		422,885	510,635
% of Taxes & Benefits to Wages	***17.00%***		***17.00%***	***17.00%***
Student Curriculum & Materials	30,000	#	20,000	7,500
TOTAL DIRECT COSTS	329,192		442,885	518,135
GROSS PROFIT (LOSS)	99,103		270,941	195,691
OTHER EXPENSE (Including O/Head)				
Support Staff Allocation	83,676		122,524	109,688
G&A Allocation	81,281		77,411	54,188
NET INCOME (EXPENSE)	(65,854)		71,006	31,816
MEMO				
% of G&A Allocation to ADA Revenue	18.98%		10.84%	7.59%

INPUTS			
Year	2022-23	2023-24	2024-25
# of students expected total	60	100	100
# of students per classroom	30	25	25
# of classrooms	2	4	4
ADA Revenue	7,138.26	7,138.26	7,138.26
ADA Expenses	12,956.44	12,956.44	12,956.44
# of teachers	3	4	5
Average cost of teacher	75,000	75,000	75,000
# of Aides	1	2	2

Avg cost of Aides	30,720	30,720	30,720
Hourly wage	16	16	16
Avg Annual hours	1,920	1,920	1,920
Payroll tax average percentage	8%	8%	8%
Benefits average percentage	9%	9%	9%
Avg Curriculum Cost/student/year	500	500	500

MGAL
8th Grade

	Budget 22-23	Budget 23-24	Budget 24-25
REVENUE			
ADA Revenue	-	571,061	713,826
			-
TOTAL REVENUE	-	571,061	713,826
DIRECT COSTS			
Salary & Wages	-	330,720	436,440
Payroll Taxes	-	26,458	34,915
Employee Benefits	-	29,765	39,280
Sub-Total Wages & Benefits	-	386,942	510,635
% of Taxes & Benefits to Wages	***#DIV/0!***	***17.00%***	***17.00%***
Student Curriculum & Materials	-	40,000	10,000
TOTAL DIRECT COSTS	-	426,942	520,635
GROSS PROFIT (LOSS)	-	144,118	193,191
OTHER EXPENSE (Including O/Head)			
Support Staff Allocation	-	98,019	109,688
G&A Allocation	-	61,929	54,188
NET INCOME (EXPENSE)	-	(15,829)	29,316
MEMO			
% of G&A Allocation to ADA Revenue	#DIV/0!	10.84%	7.59%

INPUTS			
Year	2022-23	2023-24	2024-25
# of students expected total	-	80	100
# of students per classroom	-	40	25
# of classrooms	#DIV/0!	2	4
ADA Revenue	7,138.26	7,138.26	7,138.26
ADA Expenses	12,956.44	12,956.44	12,956.44
# of teachers	-	4	5
Average cost of teacher	75,000	75,000	75,000
# of Aides	-	1	2

Avg cost of Aides	30,720	30,720	30,720
Hourly wage	16	16	16
Avg Annual hours	1,920	1,920	1,920
Payroll tax average percentage	8%	8%	8%
Benefits average percentage	9%	9%	9%
Avg Curriculum Cost/student/year	500	500	500

MGAL
9th Grade

	Budget 22-23	Budget 23-24	Budget 24-25
REVENUE			
ADA Revenue	713,826	-	713,826
			-
TOTAL REVENUE	713,826	-	713,826
DIRECT COSTS			
Salary & Wages	392,160	-	436,440
Payroll Taxes	31,373	-	34,915
Employee Benefits	35,294	-	39,280
Sub-Total Wages & Benefits	458,827	-	510,635
% of Taxes & Benefits to Wages	***17.00%***	***#DIV/0!***	***17.00%***
Student Curriculum & Materials	50,000	-	5,000
TOTAL DIRECT COSTS	508,827	-	515,635
GROSS PROFIT (LOSS)	204,999	-	198,191
OTHER EXPENSE (Including O/Head)			
Support Staff Allocation	139,460	-	109,688
G&A Allocation	135,469	-	54,188
NET INCOME (EXPENSE)	(69,930)	-	34,316
MEMO			
% of G&A Allocation to ADA Revenue	18.98%	#DIV/0!	7.59%

	INPUTS		
Year	2022-23	2023-24	2024-25
# of students expected total	100	-	100
# of students per classroom	25	25	25
# of classrooms	4	-	4
ADA Revenue	7,138.26	7,138.26	7,138.26
ADA Expenses	12,956.44	12,956.44	12,956.44
# of teachers	4	-	5
Average cost of teacher	75,000	75,000	75,000
# of Aides	3	-	2

Avg cost of Aides	30,720	30,720	30,720
Hourly wage	16	16	16
Avg Annual hours	1,920	1,920	1,920
Payroll tax average percentage	8%	8%	8%
Benefits average percentage	9%	9%	9%
Avg Curriculum Cost/student/year	500	500	500

MGAL
10th Grade

	Budget 22-23	Budget 23-24	Budget 24-25
REVENUE			
ADA Revenue	-	713,826	-
			-
TOTAL REVENUE	-	713,826	-
DIRECT COSTS			
Salary & Wages	-	392,160	-
Payroll Taxes	-	31,373	-
Employee Benefits	-	35,294	-
Sub-Total Wages & Benefits	-	458,827	-
% of Taxes & Benefits to Wages	***#DIV/0!***	***17.00%***	***#DIV/0!***
Student Curriculum & Materials	-	50,000	
TOTAL DIRECT COSTS	-	508,827	-
GROSS PROFIT (LOSS)	-	204,999	-
OTHER EXPENSE (Including O/Head)			
Support Staff Allocation	-	122,524	-
G&A Allocation	-	77,411	-
NET INCOME (EXPENSE)	-	5,064	-
MEMO			
% of G&A Allocation to ADA Revenue	#DIV/0!	10.84%	#DIV/0!

INPUTS			
Year	2022-23	2023-24	2024-25
# of students expected total	-	100	-
# of students per classroom	30	25	25
# of classrooms	-	4	-
ADA Revenue	7,138.26	7,138.26	7,138.26
ADA Expenses	12,956.44	12,956.44	12,956.44
# of teachers	-	4	-
Average cost of teacher	75,000	75,000	75,000
# of Aides	-	3	-

Avg cost of Aides	30,720	30,720	30,720
Hourly wage	16	16	16
Avg Annual hours	1,920	1,920	1,920
Payroll tax average percentage	8%	8%	8%
Benefits average percentage	9%	9%	9%
Avg Curriculum Cost/student/year	500	500	500

MGAL
11th Grade

	Budget 22-23	Budget 23-24	Budget 24-25
REVENUE			
ADA Revenue	-	-	713,826
			-
TOTAL REVENUE	-	-	713,826
DIRECT COSTS			
Salary & Wages	-	-	436,440
Payroll Taxes	-	-	34,915
Employee Benefits	-	-	39,280
Sub-Total Wages & Benefits	-	-	510,635
% of Taxes & Benefits to Wages	***#DIV/0!***	***#DIV/0!***	***17.00%***
Student Curriculum & Materials	-	# -	50,000
TOTAL DIRECT COSTS	-	-	560,635
GROSS PROFIT (LOSS)	-	-	153,191
OTHER EXPENSE (Including O/Head)			
Support Staff Allocation	-	-	109,688
G&A Allocation	-	-	54,188
NET INCOME (EXPENSE)	-	-	(10,684)
MEMO			
% of G&A Allocation to ADA Revenue	#DIV/0!	#DIV/0!	7.59%

INPUTS			
Year	2022-23	2023-24	2024-25
# of students expected total	-	-	100
# of students per classroom	30	25	25
# of classrooms	-	-	4
ADA Revenue	7,138.26	7,138.26	7,138.26
ADA Expenses	12,956.44	12,956.44	12,956.44
# of teachers	-	-	5
Average cost of teacher	75,000	75,000	75,000
# of Aides	-	-	2

Avg cost of Aides	30,720	30,720	30,720
Hourly wage	16	16	16
Avg Annual hours	1,920	1,920	1,920
Payroll tax average percentage	8%	8%	8%
Benefits average percentage	9%	9%	9%
Avg Curriculum Cost/student/year	500	500	500

MGAL
Administrative Costs and Allocation

		Budget 22-23	Budget 23-24	Budget 24-25
DIRECT COSTS				
Salary & Wages		175,000	175,000	175,000
Payroll Taxes		14,000	14,000	14,000
Employee Benefits		15,750	15,750	15,750
Sub-Total Wages & Benefits		204,750	204,750	204,750
% of Taxes & Benefits to Wages		***17.00%***	***17.00%***	***17.00%***
Occupancy		10,000	10,000	10,000
Office Expense		2,000	2,000	2,000
TOTAL DIRECT COSTS		216,750	216,750	216,750
GROSS PROFIT (LOSS)		(216,750)	(216,750)	(216,750)
OTHER EXPENSE (Including O/Head)				
Marketing & Advertising	*			
Professional Fees	*			
Insurance & Taxes	*			
Administrative Allocation				
NET INCOME (EXPENSE)		(216,750)	(216,750)	(216,750)

INPUT			
Year	2022-23	2023-24	2024-25
COLA Adjustment	0%	0%	0%
# of Principals	1	1	1
Average Costs of Principal	100,000	100,000	100,000
Dean of Students	1	1	1
Avg costs of Dean	75,000	75,000	75,000
Payroll tax average percentage	8%	8%	8%
Benefits average percentage	9%	9%	9%
Allocations			
# of students			
7th	60 #	100	100

8th	-	#	80	100
9th	100	#	-	100
10th	-	#	100	-
11th	-	#	-	100
12th	-		-	-
Total	160		280	400
Per Student Allocation	1,355		774	542

MGAL
Support Staff Costs and Allocation

	Budget 22-23	Budget 23-24	Budget 24-25
DIRECT COSTS			
Salary & Wages	190,715	293,220	375,000
Payroll Taxes	15,257	23,458	30,000
Employee Benefits	17,164	26,390	33,750
Sub-Total Wages & Benefits	223,137	343,067	438,750
% of Taxes & Benefits to Wages	***17.00%***	***17.00%***	***17.00%***
TOTAL DIRECT COSTS	223,137	343,067	438,750
GROSS PROFIT (LOSS)	(223,137)	(343,067)	(438,750)
NET INCOME (EXPENSE)	(223,137)	(343,067)	(438,750)

INPUT			
Year	2022-23	2023-24	2024-25
COLA Adjustments	0%	0%	0%
# of SPED Teachers	2	3	4
Average Costs of SPED Teacher	24,998	37,500	37,500
Bilingual support staff (hourly)	1	1	-
Avg costs of upport staff	30,720	30,720	
Mental Health Counselor	1	1	1
Avg costs of MH counselor	37,500	75,000	75,000
Registrar	1	1	1
Avg Costs of Registrar	72,500	75,000	75,000
ELL Coordinator (salaried)	-	-	1
Avg Costs of ELL Coordinator	75,000	75,000	75,000
Payroll tax average percentage	8%	8%	8%
Benefits average percentage	9%	9%	9%

ALLOCATIONS

# of students				
7th	60	#	100	100
8th	-	#	80	100
9th	100	#	-	100
10th	-	#	100	-
11th	-	#	-	100
12th	-		-	-
Total Students	160		280	400
Support $$ Per Student	1,395		1,225	1,097

MAGNOLIA
Global Academy for Leaders

Appendix B: MGAL Movement + Meals Program Information

The Need for a Movement + Meals Program

The MGAL Team knows from our years of experience that the vast majority of students are not adequately ready to learn at the beginning of the school day. The compounding problems of lack of sleep, high stress academic environments, and a lack of nutritious food, create students that are not only not ready to learn, but struggle to manage their "behavior and emotions"[1].

In a 2014 report from the American Academy of Pediatrics, the problem of "tired teens" was classified as a public health epidemic[2], wherein sleepy teens are "unable to perform at the level they could perform, whether it's in school, on the roadways, on the sports field or in terms of physical and emotional health"[3].

The lack of access to healthy and nutritious foods fuses with students' lack of sleep to create serious obstacles for sustained and meaningful learning. As demonstrated by Maslow's hierarchy of Needs (Figure 1.1), students cannot adequately learn without having their physiological needs, specifically nutritious food, clean water, quality sleep, and physical movement. The majority of behavioral issues that arise during the school day are caused by a student's physiological needs not being met, either at home, or in school. The MGAL team believes that through providing both daily physical movement, and fresh and nutritious meals, we will be able to mitigate behavioral issues that may arise, so students and teachers can focus on learning.

Figure 1.0: Maslow's Hierarchy of Needs

[1] Jenco, M. (2021, August 15). *Study: Sleepy teens struggle to manage behavior, emotions*. American Academy of Pediatrics. https://www.aappublications.org/news/2016/11/03/Sleep110316.

[2] Jenco, M. (2021, August 15). *Study: Sleepy teens struggle to manage behavior, emotions*. American Academy of Pediatrics. https://www.aappublications.org/news/2016/11/03/Sleep110316.

[3] Jenco, M. (2021, August 15). *Study: Sleepy teens struggle to manage behavior, emotions*. American Academy of Pediatrics. https://www.aappublications.org/news/2016/11/03/Sleep110316.

MGAL's Movement Program

Overview

MGAL's Movement program will be a daily morning hour of exercise for students and teachers. The Movement program is designed to utilize the tremendous benefits to exercise and movement for students. The California Department of Education found that students that exercised regularly "scored twice as well on academic tests"[4] when compared to students that did not exercise. Similarly, the Institute of Medicine at Azusa Pacific University found that "physically active students are more focused, better retain information, and problem solve more successfully than their fewer active peers."[5] The goal of MGAL's Movement program is to get students moving in a fun and interactive way.

MGAL's Movement program will be led by the Director of Community Engagement in consultation with Kinyatta Reynolds, a member of the MGAL Advisory Body, a former Division 1 college athlete and local physical education teacher. Teachers will work with small groups of students to complete an hour of exercise. Examples of movement activities include walking, running, yoga and meditation, high intensity interval training (HIIT) and jump rope, kickball or soccer, or any other physical activity that students and teachers deem appropriate. Students will sign up for movement groups at the beginning of every semester and can switch groups and activities at the end of the semester.

All students and teachers will be required to wear close toed shoes, as well as loose, athletic clothing daily to ensure that Movement can be completed.

Mock Movement Schedule

Below is a mock Movement schedule, with examples of movement activities, and number of students per teacher for MGAL's First Operational Year. We anticipate having 160 students in our first operational year. The number of students per activity is varied below to demonstrate the potential interests of every MGAL student.

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[4] *Physical Education in California Public Schools* . Physical Education FAQs - Physical Education (CA Dept of Education). (2021, June 3). https://www.cde.ca.gov/pd/ca/pe/physeducfaqs.asp.

[5] *Physical Education in California Public Schools* . Physical Education FAQs - Physical Education (CA Dept of Education). (2021, June 3). https://www.cde.ca.gov/pd/ca/pe/physeducfaqs.asp.

Figure 1.1 Mock Movement Schedule and Number of Students per Activity

Activity	**Kickball**	**High Intensity Interval Training (HIIT) Cardio**	**Yoga and Mediation**	**Walking**	**Running**	**Jumprope & Bodyweight exercises**	**Soccer**
# of projected students	Teacher #1 25 students	Teacher #2 20 students	Teacher #3 30 students	Teacher #4 27 students	Teacher #5 23 students	Teacher #6 20 students	Teacher #7 15 students

MGAL's Meals Program

Overview

MGAL's Meals program is designed to ensure that every student at our school, regardless of their Free and Reduced lunch status, will be able eat a healthy breakfast and lunch at school, free of charge. In conjunction with the Career Technical Education (CTE) Culinary Arts pathway, MGAL students will assist the Culinary Arts teacher, and a trained Chef in the creation of the breakfast and lunch for our school community. While CTE Culinary Arts students are working with the CTE teacher and Chef to assist in the preparation of breakfast, the rest of the MGAL student body will be participating in Movement. Creating culture around food, both preparing and sharing will be a core function of the meals program.

All Culinary Arts students will be in grades 11th and/or 12th and will be required to complete the necessary requirements for safe and proper food handling, including the California Food Handlers certification program.

Facilities and Procurement of Materials

MGAL's Foundation is in the process of fundraising to build a Culinary Arts kitchen facility that is suitable for both a trained Chef, a CTE Culinary Arts teacher, and a group of Culinary Arts students. The MGAL team is also searching for a facility with a commercial kitchen that can be adapted to meet the necessary CTE standards, and/or a facility that is open to renovation, so we can create our own culinary arts kitchen that is compliant with all necessary standards.

The procurement of materials, including necessary ingredients, will be done through partnerships with local food production companies, such as Keith Giusto's Bakery Supply and Petaluma Poultry. Petaluma, and more broadly, Sonoma County, are home to a myriad of different food production companies. The MGAL team will work to create robust partnerships for in kind donations, as well as price reductions from these companies. Additionally, the MGAL Foundation will fundraise to ensure that any necessary costs for the procurement materials are covered.

Safety and Training

To create a strong Meals program that is compliant with all local, state and national health regulations, MGAL has created a robust partnership with Sonoma Creamery, a local food production company, to ensure that our facility, food production, ingredients and final products are all of the highest possible quality. Through working directly with Zoe Kemeys-Macdonald, the Quality Assurance Manager at Sonoma Creamery, the MGAL team will ensure that our facility, equipment, and procured materials and goods, as well as hygiene and sanitation plans meet all state, local and national standards. The MGAL Culinary Arts program will undergo an annual FDA HACCP audit on our kitchen space to ensure that it meets all necessary standards and requirements for cleanliness and hygiene.

Additionally, the MGAL team will use the USDA's Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles to develop our Standard Operating Procedures (SOPs) for all kitchen procedures (The USDA Handbook is at the end of *Appendix B*). Zoe Kemeys-Macdonald will work with the Chef and CTE teacher to ensure that all SOPs follow all USDA guidelines. The USDA Guidelines are attached to this document.

Additionally, Zoe Kemeys-Macdonald will create a robust hygiene and sanitation plan to ensure that any person entering the Culinary Arts kitchen understands how to properly maintain hygiene and sanitation within the facility. All CTE students, and any adult who enters the kitchen, will be required to take a hygiene and sanitation class and pass a hygiene and sanitation test, prior to being allowed in the kitchen.

Staffing

The MGAL Meals program will be staffed as follows:

- 1 School Chef
- 1 Culinary Arts Teacher
- 1 Part-Time Procurement Manager

The role of the School Chef will be to plan menus according to a fixed budget, monitoring and managing all supplies within the appropriate budget, supervising the work of the CTE teacher and CTE students, managing the part time procurement manager, liaising with the Director of Community Engagement, and complying with all food safety regulation.

The Culinary Arts teacher will be responsible for providing group instruction to CTE students in the areas of food preparation and production, cooking methods and baking techniques, as well as proper hygiene and sanitation and health and nutrition.

The part time Procurement manager will be responsible for working with the MGAL Foundation to source products and services for the School Chef and Culinary Arts teacher. The Procurement manager will source and buy all necessary products and goods, manage inventory, handle risk and compliance management, and negotiate contracts with suppliers.

CTE Culinary Pathway Explanation and Alignment

MGAL will offer credit for the Career Technical Education Food Service and Hospitality Pathway. All Culinary Arts students will complete a two-year capstone pathway in their 11th and 12th grade, as well as gain their food handler certificates and training to serve in one of the leading industries in Sonoma County. Below are the CTE Culinary Arts standards that students will meet.

Figure 1.2 CTE Culinary Arts Standards for the Foodservice and Hospitality Pathway

Standard CTE.HTR.B.1.0	Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies
Standard CTE.HTR.B.2.0	Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments
Standard CTE.HTR.B.3.0	Interpret the basic principles of sanitation and safe food handling
Standard CTE.HTR.B.4.0	Analyze the basics of food service and hospitality management
Standard CTE.HTR.B.5.0	Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies
Standard CTE.HTR.B.6.0	Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
Standard CTE.HTR.B.7.0	Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens
Standard CTE.HTR.B.8.0	Apply the knowledge and skills essential for effective customer service
Standard CTE.HTR.B.9.0	Apply the basic procedures and skills needed for food and beverage service

Standard CTE.HTR.B.10.0	Demonstrate and apply basic nutritional concepts in meal planning and food preparation
Standard CTE.HTR.B.11.0	Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service
Standard CTE.HTR.B.12.0	Describe the fundamentals of successful sales and marketing methods

Mock Cycle Menu

The School Chef will work with the CTE teacher to create a cycle menu that supports the needs of MGAL's student body. The cycle menu will rotate every four-six weeks, depending on the availability of ingredients and materials.

MGAL's breakfast and lunch menu will concentrate on serving nutritionally dense foods that support learning and student activity throughout the day. Cycle menus will include foods that are in season, that have been donated to maximize energy and brain power for students. Menus will cycle according to seasons, fresh food availability and will introduce new flavors from around the world.

MGAL's mock cycle menu was designed by Chef Paloma Apgar, who has over a decade of experience as a chef in restaurants, most notably Robert Mondavi Winery in Napa. This mock menu is designed to demonstrate the types of nutritious meals that MGAL will strive to serve daily.

Figure 1.3 MGAL Meals Program Six Week Mock Cycle Menu

Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Warm Organic Oatmeal with Local Cream, Brown Sugar, Plumped Raisins Selection of Fresh Seasonal Fruit AND Homemade Granola Stand: Student Made Organic Granola, Clover Yogurt, Dried Fruit Medley, Local Honey, Assorted Nuts and Seeds	Warm Organic Oatmeal with Local Cream, Brown Sugar, Plumped Raisins Selection of Fresh Seasonal Fruit AND Homemade Granola Stand: Student Made Organic Granola, Clover Yogurt, Dried Fruit Medley, Local Honey, Assorted Nuts and Seeds	Warm Organic Oatmeal with Local Cream, Brown Sugar, Plumped Raisins Selection of Fresh Seasonal Fruit AND Homemade Granola Stand: Student Made Organic Granola, Clover Yogurt, Dried Fruit Medley, Local Honey, Assorted Nuts and Seeds	Warm Organic Oatmeal with Local Cream, Brown Sugar, Plumped Raisins Selection of Fresh Seasonal Fruit AND Homemade Granola Stand: Student Made Organic Granola, Clover Yogurt, Dried Fruit Medley, Local Honey, Assorted Nuts and Seeds	Local, Organic Egg Scramble ex: Mushroom, Spinach, Red Pepper, Petaluma Spring Hill Cheddar Gluten Free English Muffin with Local Jam and Butter Crisp Bacon or Meatless Sausage Patties
Lunch	**Chicken Caesar Salad with** roasted Citrus and Thyme Chicken Breast, Organic Romaine, Cherry Tomatoes, Cucumber, Garlic Croutons, Shaved Parmesan, Medium Boiled Egg Homemade Caesar Dressing	**Seasonal Soup with** Kale, Ham, and White Bean Tuscan Soup with Garden Herbs and Lemon Freshly Grated Vella Dry Jack Cheese Gluten Free Garlic Bread Local Lettuces Salad with Shaved Vegetables, Italian Dressing	**Gorditas with** Chorizo Spiced Grass Fed Beef or (v) Chorizo Spiced Sauteed Mushrooms Warm Gordita Wraps Salsa Fresca, Avocado, Creamy Green Goddess Dressing and Mixed Mexican Pickles and Queso Fresco Shredded Lettuce, Tomato, Black Beans	**Thai BBQ with** Marinated Grilled Pork or (v) Marinated Grilled Pineapple Coconut Jasmine Rice, Roasted Seasonal Vegetables with Thai Basil and Sweet Chili Sauce, Simple Green Salad with Peanut Dressing	**Casual Friday Sandwich Fixings:** Freshly Baked Focaccia Bread, Gluten Free Sliced Bread Sliced Lunch Meats, Sliced Local Cheeses Lettuce, Onion, Tomato, Pickles, Pepperoncini, Olives, Roasted Peppers, Avocado Basil Aioli, Mustard, Oil & Vinegar, Chili Lime S&P Simple Green Salad with Chef's Choice Vinaigrette

Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles

United States Department of Agriculture

Food and Nutrition Service

June 2005

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Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles

I. Introduction

Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) amended section 9(h) of the Richard B. Russell National School Lunch Act by requiring school food authorities (SFAs) to implement a food safety program for the preparation and service of school meals served to children in the school year beginning July 1, 2005. The program must be based on Hazard Analysis and Critical Control Point (HACCP) principles and conform to guidance issued by the Department of Agriculture (USDA). All SFAs must have a fully implemented food safety program that complies with HACCP principles or with this optional guidance no later than the end of the 2005 – 2006 School Year.

This document serves as USDA guidance for the implementation of HACCP-based food safety programs in schools participating in the National School Lunch Program (NSLP) or the School Breakfast Program (SBP). This guidance identifies the minimum elements that must be included in a food safety program based on HACCP principles. SFAs may use this guidance to develop a food safety program that meets the needs of each food production and food service facility in their jurisdiction. SFAs that already have a HACCP-based food safety program in place may retain their current program if it includes all the HACCP principles listed in this guidance. This guidance, however, does not address school food safety inspections because they are a separate requirement.

HACCP is a systematic approach to construct a food safety program designed to reduce the risk of foodborne hazards by focusing on each step of the food preparation process--from receiving to service. More information regarding the traditional approach to HACCP may be found at http://www.fsis.usda.gov/OPHS/NACMCF/past/JFP0998.pdf. USDA recommends that SFAs use the Process Approach to HACCP because it gives them flexibility to create a program suitable for a variety of situations. The Process Approach, originally developed by the Food and Drug Administration for retail food establishments, categorizes food preparation into three broad categories based on how many times each menu item moves through the temperature danger zone. This guidance presents a modified version of the Process Approach to make it practical for school foodservice operations.

Serving safe food is a critical responsibility for school foodservice and a key aspect of a healthy school environment. Keeping foods safe is also a vital part of healthy eating and a recommendation of the *Dietary Guidelines for Americans 2005*. When properly implemented, HACCP-based food safety programs will help ensure the safety of the school meals served to children across the Nation.

II. Overview

The guidance in this document will help you develop a food safety program for your SFA. All SFAs/schools that participate in the National School Lunch Program and/or the School Breakfast Program must implement a food safety program, as described below.

Here is what you need to know to get started:
The SFA's overall food safety program must include a written plan for each individual school in the SFA and be based on Hazard Analysis and Critical Control Point (HACCP) principles. It is easier than it sounds because we have simplified the process and by following this guidance, your program will adhere to HACCP principles. To help you develop your program, we also have included a food manager's checklist and a sample food safety program as part of this guidance package.

Key points:
Three main points are essential to developing this program: sanitation, temperature control, and Standard Operating Procedures (SOPs).

1. Be sure that all of your food preparation areas are clean and sanitary, such as workers' hands, utensils, and food contact surfaces. Avoid cross contamination.
2. Temperature control means keeping cold foods cold and hot foods hot. Cook to proper temperatures and hold at proper temperatures, and be sure to record those temperatures. A basic, properly calibrated food thermometer (digital or dial) is all you need to check for proper temperatures.
3. SOPs can be used both for sanitation and to verify that proper temperatures are being observed, as well as other aspects of a foodservice operation.

New Terms:
You will learn some new terms in developing the food safety program and individual school plans. Words such as hazard analysis, control measures, critical control points, critical limits, Process Approach, and SOP are defined in the glossary at the back of the guidance and are discussed in the text. Here is a quick look at their definitions:

Hazard analysis: review of your food service operation to find areas where food safety problems might occur
Control measures: steps you take to reduce the likelihood of food contamination
Critical control points: points in food preparation and processing where controlling a step (such as cooking) is essential to assure food safety
Critical limits: the time and temperature ranges for food preparation and service (either cold or hot) that keep food safe
Process Approach: a method of grouping menu items into one of three processes depending on the number of times the food goes through the temperature "danger zone," which is between 41 ˚F and 135 ˚F (per the amendment to the 2001 FDA Food Code issued in August 2003)
Standard Operating Procedure (SOP): written instructions for a food service task that reduce food safety hazards

Here is what you need to do:
Look at your menu items and decide which food items are meant to be: 1) kept cold from preparation through service; 2) prepared hot and served the same day hot; and 3) prepared hot and served cooled, or possibly reheated. These are the preparation categories in the Process Approach to HACCP that are described in greater detail in the text. You will need to put each menu item (recipe) into one of those three categories and then keep it hot (or cold) while it is being stored, prepared, transported, held, and served.

Making it work:
If you see a failure in sanitation or temperature control, be sure to have a means of correcting the problem and verifying that the corrective steps resolved the problem. Once your food safety program is in operation, someone should be checking to see that it is working – perhaps once a month. Then, every year you should review the entire program to incorporate any changes, such as new menu items, new equipment, changes in staff, and remodeling.

Let's get started!

III. Purpose of a School Food Safety Program

The purpose of a school food safety program is to ensure the delivery of safe foods to children in the school meals programs by controlling hazards that may occur or be introduced into foods anywhere along the flow of the food from receiving to service (food flow). An effective food safety program will help control food safety hazards that might arise during all aspects of food service (receiving, storing, preparing, cooking, cooling, reheating, holding, assembling, packaging, transporting and serving).

There are two types of hazards: 1) ones specific to the preparation of the food, such as improper cooking for the specific type of food (beef, chicken, eggs, etc.) and 2) nonspecific ones that affect all foods, such as poor personal hygiene. Specific hazards are controlled by identifying Critical Control Points (CCPs) and implementing measures to control the occurrence or introduction of those hazards. Nonspecific hazards are controlled by developing and implementing SOPs.

A school food safety program should control both specific and nonspecific hazards and consist of SOPs and a written plan for applying the basic HACCP principles. This guidance presents HACCP principles adapted to help SFAs develop an overall school food safety program for their jurisdiction and HACCP-based food safety plans tailored specifically for each school foodservice site within their jurisdiction.

IV. Requirements of a School Food Safety Program

The SFA is responsible for developing a comprehensive food safety program for their jurisdiction, including a plan for every school food preparation and service site. A school food safety program must include the following elements:

1. Documented SOPs

   SOPs are a very important factor in developing an effective food safety program. Their role is to serve as a basic food safety foundation and to control hazards not outlined specifically in the HACCP plan. For example, soiled and unsanitized surfaces of equipment and utensils should not come into contact with raw or cooked (ready-to-eat) food. Proper procedures to prevent this occurrence should be covered by an SOP.

2. A written plan at each school food preparation and service site for applying HACCP principles that includes methods for:
   - Documenting menu items in the appropriate HACCP process category
   - Documenting Critical Control Points of food production
   - Monitoring
   - Establishing and documenting corrective actions
   - Recordkeeping
   - Reviewing and revising the overall food safety program periodically

Each of these required elements is explained in more detail in Section V.

V. Developing a School Food Safety Program

Before developing your food safety program you should review the foodservice operations within your SFA and describe the facility, functions, and standard procedures for each. Some basic information to consider when doing this initial review includes:

- Types of facilities in your SFA
- Existing SOPs
- Number and type of employees at each site
- Types of equipment
- Processes for food preparation
- Menu items

After describing the operations in your jurisdiction, the following steps will help you develop your food safety program.

1. **Develop, document in writing, and implement SOPs.**
2. **Identify and document in writing all menu items according to the Process Approach to HACCP.**
3. **Identify and document control measures and critical limits.**
4. **Establish monitoring procedures.**
5. **Establish corrective actions.**
6. **Keep records.**
7. **Review and revise your overall food safety program periodically.**

Step 1: Develop, document, and implement SOPs.

SOPs lay a strong foundation for your overall school food safety program. SOPs are step-by-step written instructions for routine food service tasks that affect the safety of food ('nonspecific' hazards), such as proper dishwashing procedures, or for tasks that are a part of the HACCP-based plan (specific hazards), such as proper cooking procedures. Each SOP should include instructions on monitoring, documentation, corrective actions, and periodic review of the procedures they cover. Adherence to SOPs allows food service managers and employees to effectively control and prevent hazards.

SFAs may already have SOPs developed and in place. If not, USDA is developing a series of SOPs applicable to school food service establishments. The final versions of these SOPs will be posted on the National Food Service Management Institute's (NFSMI) website (www.nfsmi.org). NFSMI will also be conducting training sessions subsequent to the release of these documents on customizing these generic SOPs to fit your specific operations.

The main categories of SOPs with some example topics for school foodservice are listed below. See Appendix I for sample SOPs.

General safety considerations
- Prohibit bare hand contact with ready-to-eat (RTE) foods.
- Store chemicals away from food and food-related supplies.

Personnel
- Require hand washing after restroom use, sneezing, coughing, or after performing any cleaning activity.
- Develop a policy for restricting or excluding ill employees from food production or preparation areas.

Product procurement
- Follow recommendations for selecting vendors such as those found in State distributing agency vendor certification procedures.
- Develop buyer product specifications.

Receiving
- Reject all cans with swollen sides or ends, flawed seals and seams, rust or dents.
- Put perishable foods into the refrigerator or freezer immediately.

Storing
- Store all food and paper supplies 6 to 8 inches off the floor.
- Label all food with name of the school and delivery date.

Transporting
- Preheat transfer carts prior to use.
- Limit transport travel time to a maximum of 2 hours.

Holding
- Keep hot foods hot (above 135 ºF) and cold foods cold (below 41 ºF).

Preparation
- Do not keep food in the "danger zone" (between 41 ºF and 135 ºF) for more than 4 hours.
- Handle food with utensils; clean, gloved hands; or clean hands. (Bare hand contact with food during preparation should be limited. Bare hand contact with RTE foods should be prohibited.)

Cleaning/sanitizing
- Use clean water, free of grease and food particles.
- Keep wiping cloths in sanitizing solution while cleaning.

Cooking and documenting temperatures
- Record all temperatures when they are taken.
- Use only a clean and sanitized thermometer when taking internal temperatures of foods.

Cooling

- Cool rapidly by storing food in small batches in individual containers; cover loosely so that heat can escape quickly.
- Keep cold foods cold by pre-chilling ingredients for salads.

Reheating

- Transfer reheated food to hot-holding equipment only when the food reaches the proper temperature.
- Use only cooking ranges, ovens, steamers, and microwave ovens to reheat foods. Use hot-holding equipment only to maintain temperature and not for rapidly heating food.

Step 2: Identify and document in writing all menu items according to the Process Approach to HACCP.

The Process Approach to HACCP is a method of classifying food preparation into three broad categories. These categories are based on the number of times a menu item makes a complete trip through the temperature danger zone. The way food is prepared at each site determines into which of the three food preparation processes it will fall.

Temperature, if not controlled properly during food preparation and service, can contribute to a higher risk of foodborne illness. Therefore, it is critical to manage the temperature of food. In order to protect foods from potential hazards, it is important to keep hot foods hot and cold foods cold. It is most important to **keep food out of the temperature danger zone** (41ºF - 135º F).

The danger zone temperatures used in this guidance are from the *2001 FDA Food Code (as amended August 29, 2003 in the Supplement to the 2001 Food Code).* The temperatures in your State may be different so this guidance should be adapted as necessary to include State and local public health department code requirements and school food authority policies and procedures.

To assign menu items to one of the three processes, consider the processes and procedures used to prepare the food in each of your school district's facilities. Determine whether menu items have no cook step involved, undergo a cook step for same day service, or receive additional cooling and reheating following a cook step. This will enable you to place each menu item into the appropriate process. Identify the number of times each menu item goes up (heating) or comes down (cooling) through the **danger zone** (41ºF - 135º F) and classify items into the following food preparation processes:

Process #1 – No Cook
The menu item does not go completely through the danger zone in either direction.

Process #2 – Same Day Service

The menu item takes one complete trip through the danger zone (going up during cooking) and is served.

Process #3 – Complex Food Preparation
The menu item goes through both heating and cooling, taking two or more complete trips through the danger zone.

You should document the appropriate process for each menu item. This can be done in a variety of ways, including writing the process number directly on the recipe, or developing a list of menu items in each of the processes.

In some cases the menu item may not appear to fit into any of the processes. However, these types of items should still be handled and prepared properly. Salad bar items, such as fresh fruits and vegetables cut and ready-to-eat on a salad bar or served whole**,** should be treated as Process 1 items and kept cold. The goal is to control hazards associated with Process 1 and to prevent further contamination by ensuring good hygienic practices are followed by food employees. Keep in mind that for fresh fruits and vegetables, this includes no bare hand contact on ready-to-eat foods. SOPs to address fresh fruits and vegetables should be included in your food safety plan. Guidance on receiving, storage, and preparation of whole fruits and vegetables and salad bar items can be found in *Fruits & Vegetables Galore,* U.S. Department of Agriculture, Food and Nutrition Service, 2004. It can be accessed at http://www.fns.usda.gov/tn/Resources/fv_galore.html.

It is especially important to consider all the steps taken when a menu item is prepared at one site and served at another in order to be aware of potential hazards and control for them. A combination of central and satellite kitchens is found in many school districts. In these situations, the SFA must identify and categorize the appropriate overall food preparation process for menu items and also must develop a plan for each site involved in the preparation and service of the item to clarify the responsibilities for each site.

For example, a central kitchen cooks Broccoli, Cheese and Rice Casserole (a Process #2 menu item) and transports it hot to a satellite kitchen for service on the same day. The central kitchen has the responsibility for following the recipe and adhering to all applicable control points and SOPs. The satellite kitchen has the responsibility for the

control points specific to the site, for example checking the temperature of the food upon arrival and keeping the food at a safe temperature until service. Both must adhere to all applicable SOPs.

In addition to initial food preparation, some foodservice operations make use of leftovers. If your State or local authority has allowed for the use of leftovers, a procedure for handling leftovers should be implemented. Generally, leftovers will fall into Process #3 as they have most likely been cooked and cooled prior to being stored and used again. A sample of a procedure for handling leftovers can be found in Appendix II.

Step 3: Identify and document control measures and critical limits.

Control measures are any means taken to prevent, eliminate, or reduce hazards. Collectively, control measures include SOPs as well as the Critical Control Points (CCPs) and the corresponding critical limits established in each of the three processes.

Once you identify the appropriate process for each menu item, determine what control measures are needed to prevent the introduction of hazards at each stage of food preparation from receiving to service. Decide which of the control measures are absolutely essential to ensuring safe food.

Identifying CCPs and Implementing Essential Control Measures in the Process Approach
The control measures that are absolutely essential must be applied at key points, known as CCPs, during the food preparation process to control specific hazards (physical, chemical, or biological). A CCP is a key point where a step can be taken to prevent, eliminate, or reduce a food safety hazard to an acceptable level. Loss of control at this point may result in an unacceptable health risk. You will find that despite the different specific hazards, the control measures used to prevent, eliminate, or reduce hazards in all menu items under each of the three processes are similar.

The following are CCPs, related to each food preparation process:

For Process #1 – No Cook:

- Cold holding or limiting time in the danger zone to inhibit bacterial growth and toxin production (e.g., limiting time would be holding at room temperature for 4 hours and then discarding)

For Process #2 – Same Day Service:

- Cooking to destroy bacteria and other pathogens
- Hot holding or limiting time in the danger zone to prevent the outgrowth of spore-forming bacteria

For Process #3 – Complex Food Preparation:

- Cooking to destroy bacteria and other pathogens
- Cooling to prevent the outgrowth of spore-forming bacteria
- Hot and cold holding or limiting time in the danger zone to inhibit bacterial growth and toxin formation
- Reheating for hot holding, if applicable

CCPs and Corresponding Critical Limits

Each CCP includes boundaries that define safety. These boundaries or critical limits are the time and/or temperatures that must be achieved or maintained to control a food safety hazard. When critical limits are not met, the food may not be safe. The *2001 FDA Food Code (as amended August 29, 2003 in the Supplement to the 2001 Food Code)* provides critical limits designed to prevent, eliminate, or reduce hazards in food. For example, when cooking chicken, the *Food Cod*e sets the critical limit at 165 ºF for 15 seconds. Critical limits (time/temperature) are measurable and observable.

The following graphic demonstrates minimum temperatures and holding times (critical limits) for some common food service menu items.

Temperature Rules! Cooking for Food Service

Hold at specified temperature or above for 15 seconds unless otherwise stated

Hold all hot food at 135 °F or above after cooking

Minimum Temperatures and Holding Times

165 °F (15 seconds)
- Poultry—chicken, turkey, duck, goose—whole, parts or ground
- Soups, stews, stuffing, casseroles, mixed dishes
- Stuffed meat, poultry, fish and pasta
- Leftovers (to reheat)
- Food, covered, cooked in microwave oven (hold covered **2 minutes** after removal)

155 °F (15 seconds)
- Hamburger, meatloaf and other ground meats; ground fish*
- Fresh shell eggs—cooked and held for service (such as, scrambled)*

145 °F (15 seconds)
- Beef, corned beef, pork, ham—roasts (hold **4 minutes**)*
- Beef, lamb, veal, pork—steaks or chops
- Fish, shellfish
- Fresh shell eggs—broken, cooked and served immediately

140 °F (15 seconds)
- Ham, other roasts—processed, fully-cooked (to reheat)
- Fruits and vegetables that are cooked

*For alternative times and temperatures, see the **FDA Food Code 2001** http://vm.cfsan.fda.gov/~dms/foodcode.html

USDA Meat and Poultry Hotline
1-888-MPHotline

FDA Food Information Line
1-888-SAFE FOOD

USDA

Food Safety and Inspection Service

U.S. Department of Agriculture

www.fsis.usda.gov/thermy

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Documenting CCPs and Critical Limits:
You must document in writing the CCPs and critical limits for each Process Approach category in your food safety program and in each site plan. Each of the three processes in the Process Approach has specific CCPs, such as, cooking, cooling, hot holding, cold holding, and reheating. The CCPs for each of the processes will remain the same regardless of the menu item. However, the critical limits will vary depending upon the menu item and the recipe used to prepare each item. Critical limits for cooking, hot holding, and reheating are demonstrated by the Thermy graphic on page 15 of this guidance. Critical limits for cooling can be found in the Cooling Potentially Hazardous Foods SOP on page 33 of this guidance in Appendix I. The graphics on pages 20 – 22 of this guidance provide examples of menu items for each process with general control measures, CCPs, and critical limits. Also, see Appendix III for a sample school food safety program that includes documentation of control measures.

USDA's *Quantity Recipes for School Food Service* was recently revised to include CCPs and critical limits and is an excellent resource when preparing food by recipe. These recipes are available through the National Food Service Management Institute's website at http://www.nfsmi.org/Information/school_recipe_index_alpha.html. Having the recipes on file and following the recipes exactly will fulfill the requirement for documenting CCPs and critical limits within the Process Approach specifically for these recipes.

Although CCPs are identified in each of the USDA recipes, it is important for you to consider the complete process used at each school/site. Considering the complete process will help determine the need for CCPs when modifying recipes and in the absence of recipes. For instance, a particular school may cool leftover chicken, although cooling may not be identified as an operational step in the recipe. Therefore, a CCP must be determined and documented for the cooling step.

Using SOPs to Complement the Process Approach by Bridging Gaps
SOPs are also control measures and should not be forgotten when using the Process Approach. In addition to the established CCPs for each of the three processes, applicable SOPs should be followed for the preparation and service of all menu items. As mentioned earlier in this guidance, SOPs serve as general control measures for nonspecific hazards. Therefore, SOPs complement the Process Approach by providing a general safety net. Whereas, the CCPs determined for each of the three processes safeguard against specific hazards.

USDA is developing SOPs for use in the preparation of food in schools. These SOPs include critical limits, as well as monitoring, corrective action, verification, and recordkeeping procedures. The final versions will be posted on the NFSMI website. By accessing the NFSMI website (www.nfsmi.org), you will be able to customize these SOPs to best suit your particular operation.

Step 4: Establish monitoring procedures.

Monitoring is an important step for an effective food safety program. Control measures, including CCPs and SOPs, must be monitored, controlled, and documented in writing. Monitoring involves making direct observations or taking measurements to see that the food safety program is being followed. For example, the CCPs are managed by adhering to the established critical limits. Monitoring will identify when there is a loss of control so that corrective action can be taken.

In establishing your monitoring procedures, consider the following questions:

- How will you monitor CCPs and SOPs?
- When and how often will you monitor?
- Who will be responsible for monitoring?

What you are going to monitor depends on the critical limits associated with each CCP for a menu item. Final temperature and time measurements are very important, and you should determine how you will effectively monitor the critical limits for them.

Determining the appropriate means for monitoring is an important factor. If equipment is selected to monitor a specific CCP, you should ensure that it is accurate. The equipment you choose should also be appropriate for the monitoring function.

When deciding how often you will monitor, you should ensure that the monitoring interval will be reliable enough to ensure hazards are being controlled. Your procedure for monitoring should be simple and easy to follow.

Individuals chosen to be responsible for a monitoring activity may be a manager, line supervisor, or other reliable employee. Employees should be given the training and equipment necessary to properly perform the monitoring activities.

Monitoring examples:

The CCP for cold foods is cold holding. The critical limit is holding at 41 ºF or below. Therefore, the temperature of the refrigerator must be recorded on a refrigeration temperature monitoring chart at least three times daily to make sure the temperature is 41 ºF or below.

A CCP for chicken is cooking. The critical limit is cooking at 165 ºF for 15 seconds. Therefore, the internal temperature of the chicken must be monitored and recorded to make sure it is at or above 165 ºF for 15 seconds.

Step 5: Establish corrective actions.

Whenever a critical limit is not met, a corrective action must be carried out immediately. A corrective action may be simply continuing to heat food to the required temperature. Other corrective actions may be more complicated, such as rejecting food items that were not delivered at the right temperature, or discarding food that has been held without temperature control too long.

Your food safety program must include corrective actions. Employees must know what these corrective actions are, and be trained in making the right decisions. This preventive approach is the heart of HACCP. Problems will arise, but you need to find them and correct them before they cause illness or injury. It is also important to document corrective actions when they are taken.

Corrective action examples:

SOP:
If the temperature in the refrigerator is above 41 ºF, then the equipment must be checked to see if it is working properly. Also, the thermometer that is used to record the temperature must be calibrated regularly and checked to see if it is working properly.

CCP:
When cooking raw poultry, corrective action must be taken if the internal temperature does not reach 165 ºF for 15 seconds at the end of the designated cooking period. The corrective action would be to continue cooking the chicken until the internal temperature reaches 165 ºF for at least 15 seconds.

Corrective actions should be determined for all SOPs and CCPs. A list of appropriate corrective actions must be included in your school food safety program. See Appendices I and III for sample SOPs and a sample school food safety program. Both, the appendices and the sample program, include corrective actions.

Step 6: Keep records.

There are certain written records or kinds of documentation that are needed to verify that the food safety program is working. These records will normally involve the food safety plan and any monitoring, corrective action, or calibration records produced in the operation of the food safety program based on HACCP principles. Recordkeeping also provides a basis for periodic reviews of the overall food safety program. In the event your operation is implicated in a foodborne illness, documentation of activities related to monitoring and corrective actions can provide proof that reasonable care was exercised in the operation of your facility.

Maintain records of cooking, cooling, and reheating temperatures and other CCPs in the food preparation process. Keep documentation as simple as possible to make recordkeeping easy for employees. You do not necessarily need to develop new records. For example, you may use existing paperwork such as delivery invoices for documenting product temperature when receiving food items. Employees are an important source for developing simple and effective recordkeeping procedures.

Determine what records must be kept, where to keep them, and which staff member(s) will be responsible for maintaining them.

Some of the types of records that should be maintained include:

- Records documenting the SOPs
- Time and temperature monitoring records
- Corrective action records
- Verification or review records
- Calibration records
- Training logs
- Receiving logs

The clipboard icons in the following visual shows a recordkeeping duty for CCPs and SOPs for sample menu items in each of the processes. See Appendix IV for more recordkeeping examples.

Process 1: NO COOK

Example: Fruit Salad

RECEIVE
Control Measures: Known Source, Receiving Temperatures

STORE
Control Measures: Proper Storage Temperatures, Prevent Cross Contamination,
Store away from chemicals

PREPARE
Control Measures: Personal Hygiene, Restrict Ill Employees, Prevent Cross
Contamination

CCP: COLD HOLDING
Critical Limit: Hold at 41°F or Below.*
Check and record temperatures.

SERVE
Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal
Hygiene, Restrict Ill Employees

Thermometer icon means that taking a temperature is necessary.

Clipboard icon means recording data is necessary.

*From the 2001 FDA Food Code (as amended August 29, 2993 in the Supplement to the 2001 Food Code).

Process 2: SAME DAY SERVICE

Example: Baked Chicken

RECEIVE
Control Measures: Known Source, Receiving Temperatures

STORE
Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, Store away from chemicals

PREPARE
Control Measures: Personal Hygiene, Restrict Ill Employees, Prevent Cross Contamination

CCP: COOK
Critical Limit: Internal Temperature of 165°F for 15 seconds.*
Check and record temperatures.

CCP: HOT HOLD
Critical Limit: Hold at no less than 135°F.*
Check and record temperatures.

SERVE
Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict Ill Employees

Thermometer icon means that taking a temperature is necessary.

Clipboard icon means recording data is necessary.

*From the 2001 FDA Food Code (as amended August 29, 2993 in the Supplement to the 2001 Food Code).

Process 3: Complex Food Preparation

Example: Beef and Bean Tamale Pie

RECEIVE
Control Measures: Known Source, Receiving Temperatures

STORE
Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, Store away from chemicals

PREPARE
Control Measures: Personal Hygiene, Restrict Ill Employees, Prevent Cross Contamination

CCP: COOK
Critical Limit: Cook to 165°F for at least 15 seconds.* Check and record temperatures.

CCP: COOL
Critical Limit: Cool to 70°F within 2 hours and from 70°F to 41°F or lower within an additional 4 hours.* Check and record temperatures.

CCP: REHEAT
Critical Limit: Heat to 165°F for at least 15 seconds.* Check and record temperatures.

CCP: HOT HOLD
Critical Limit: Hold for hot service at 135°F or higher.* Check and record temperatures.

SERVE
Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict Ill Employees

Thermometer icon means that taking a temperature is necessary.

Clipboard icon means recording data is necessary.

*From the 2001 FDA Food Code (as amended August 29, 2993 in the Supplement to the 2001 Food Code).

Step 7: Review and revise your overall food safety program periodically.

There should be an ongoing as well as a periodic review of the activities described in your food safety program. This step ensures that the food safety program is operating according to what is specified in each school's plan. Designated individuals such as the manager should periodically make observations of employees' monitoring activities, calibrate equipment and temperature measuring devices, review records/actions, and discuss procedures with employees. All of these activities should take place regularly to verify that the program is addressing the food safety concerns and, if not, checking to see if it needs to be modified or improved.

Review and revise your food safety program at least annually or as often as necessary to reflect any changes in your facility. These may include new equipment, new menu items, reports of illness or comments on health inspections, or other factors that indicate how well your food safety program is working. Determine who will review the current plan, when it will be done, and how it will be documented.

VI. Other Factors in the Success of your Food Safety Program

The success of a food safety program is dependent upon facilities, equipment, and people. The facilities and equipment should be selected or designed to promote safe food preparation and handling practices by employees. Review your facilities and correct or modify barriers to safe food preparation. For example, faulty or out-dated plumbing or lack of appropriate thermometers could be a barrier to safe food production.

Managers and employees need to be properly trained to successfully reduce the occurrence of foodborne risk factors. A food safety program is effective when each employee knows his/her role and is committed to making it work. Also consider obstacles such as high employee turnover or communication barriers when designing and implementing a food safety program.

The following practices contribute to a successful food safety program:

- Providing on-going food safety training for all employees.
- Reviewing food safety principles, including SOP guidelines, for all employees on an annual basis.
- Requiring new employees, including substitutes and volunteers, to complete initial food safety training before handling food.
- Maintaining training and attendance records on all employees at each facility.
- Holding facility managers responsible for maintaining employee training standards.

VII. Getting Started

You can develop your own food safety program based on HACCP principles by applying the principles in this guidance. The appendices provide a variety of tools and resources, including recordkeeping logs, checklists, sample SOPs, and a sample food safety plan. You can use or adapt these tools to your unique operation.

GLOSSARY

All of the definitions in this glossary, except those marked with an asterisk (*), have been taken from the Food and Drug Administration document *Managing Food Safety: A Manual for the Voluntary Use of HACCP Principles for Operators of Food Service and Retail Establishments (draft September 29, 2004).*

APPROVED SOURCE: An acceptable supplier to the regulatory authority based on a determination of conformity with principles, practices, and generally recognized standards that protect public health.

CCP: Critical Control Point.

CONTAMINATION: The unintended presence in food of potentially harmful substances, including micro-organisms, chemicals, and physical objects.

CONTROL MEASURE: Any action or activity that can be used to prevent, eliminate, or reduce an identified hazard. Control measures determined to be essential for food safety are applied at critical control points in the flow of food.

CORRECTIVE ACTION: An activity that is taken by a person whenever a critical limit is not met.

CRITICAL CONTROL POINT (CCP): An operational step in a food preparation process at which control can be applied and is essential to prevent or eliminate a hazard or reduce it to an acceptable level.

CRITICAL LIMIT: One or more prescribed parameters that must be met to ensure that a CCP effectively controls a hazard.

CROSS-CONTAMINATION: The transfer of harmful substances or disease-causing micro-organisms to food by hands, food contact surfaces, sponges, cloth towels and utensils that touch raw food, are not cleaned, and then touch ready-to-eat foods. Cross contamination can also occur when raw food touches or drips onto cooked or ready-to-eat foods.

DANGER ZONE: The temperature range between 5 °C (41 °F) and 57 °C (135 °F) that favors the growth of pathogenic micro-organisms.

EXCLUDE: To prevent a person from working as a food employee or entering a food establishment except for those areas open to the general public.

FOOD: Raw, cooked, or processed edible substance, ice, beverage, chewing gum or ingredient used or intended for use or for sale in whole or in part for human consumption.

FOOD ESTABLISHMENT: An operation at the retail or food service level, i.e., that serves or offers food directly to the consumer and that, in some cases, includes a production, storage, or distributing operation that supplies the direct-to-consumer operation (satellite kitchens).

FOOD PREPARATION PROCESS: A series of operational steps conducted to produce a food ready to be consumed.

FOODBORNE ILLNESS: A sickness resulting from the consumption of foods or beverages contaminated with disease-causing micro-organisms, chemicals, or other harmful substances.

FOODBORNE OUTBREAK: The occurrence of two or more cases of a similar illness resulting from the ingestion of a common food.

HACCP: Hazard Analysis and Critical Control Point.

HACCP PLAN: A written document that is based on the principles of HACCP and describes the procedures to be followed to ensure the control of a specific process or procedure.

HAZARD: A biological, physical, or chemical property that may cause a food to be unsafe for human consumption.

HAZARD ANALYSIS AND CRITICAL CONTROL POINT (HACCP): A prevention-based food safety system that identifies and monitors specific food safety hazards that can adversely affect the safety of food products.

INTERNAL TEMPERATURES: The temperature of the internal portion of a food product.

MEAT: The flesh animals used as food including dressed flesh of cattle, swine, sheep, or goats and other edible animals, except fish, poultry and wild game animals.

MICRO-ORGANISM: A form of life that can be seen only under the microscope; including bacteria, viruses, yeast, and single-celled animals.

MONITORING: The act of observing and making measurements to help determine if critical limits are being met and maintained.

*** NSLP:** National School Lunch Program.

OPERATIONAL STEP: An activity or stage in the flow of food through a food establishment, such as receiving, storage, preparation, cooking, etc.

PATHOGEN: A micro-organism (bacteria, parasites, viruses, or fungi) that causes diseases in humans.

PERSONAL HYGIENE: Individual cleanliness and habits.

POTENTIALLY HAZARDOUS FOOD: A food that is natural or synthetic and that requires temperature control because it is capable of supporting:

- the rapid and progressive growth of infectious or toxigenic micro-organisms.
- the growth and toxin production of *Clostridium* botulinum or
- in raw eggs, the growth of *Salmonella* enteritidis; and

Includes foods of animal origin that are raw or heat-treated; foods of plant origin that are heat treated or consists of raw sprouts, cut melons, and garlic in oil mixtures that are not acidified or otherwise modified at a processing plant in a way that results in mixtures that do not support growth of pathogenic micro-organisms as described above.

PROCESS APPROACH: A method of categorizing food operations into one of three categories:

- Process 1: Food preparation with no cook step, wherein ready-to-eat food is received, stored, prepared, held and served;
- Process 2: Food preparation for same day service wherein food is received, stored, prepared, cooked, held and served; or
- Process 3: Complex food preparation wherein food is received, stored, prepared, cooked, cooled, reheated, hot held, and served.

RECORD: A documentation of monitoring observations and verification activities.

REGULATORY AUTHORITY: A Federal, State, local, or tribal enforcement body or authorized representative having jurisdiction over the food establishment.

RESTRICT: To limit the activities of a food employee so that there is no risk of transmitting a disease that is transmissible through food and the food employee does not work with exposed food, clean equipment, utensils, linens, and unwrapped single-service or single-use articles.

RISK: An estimate of the likely occurrence of a hazard.

RISK FACTOR: One of the factors identified by the Centers for Disease Control and Prevention (CDC) as contributors to the foodborne outbreaks that have been investigated and confirmed. The factors are unsafe sources, inadequate cooking, improper holding, contaminated equipment, and poor personal hygiene.

*** SFA**: School Food Authority

SEVERITY: The seriousness of the effect(s) of a hazard.

SOP: Standard Operating Procedure.

STANDARD OPERATING PROCEDURE (SOP) –A written method of controlling a practice in accordance with predetermined specifications to obtain a desired outcome.

TEMPERATURE MEASURING DEVICE –A thermometer, thermocouple, thermistor, or other device for measuring the temperature of food, air, or water.

Appendix I. (Samples) Standard Operating Procedures

A. Cooking Potentially Hazardous Foods
B. Cooling Potentially Hazardous Foods
C. Holding Hot and Cold Potentially Hazardous Foods
D. Date Marking Ready-to-Eat, Potentially Hazardous Foods
E. Personal Hygiene
F. Reheating Potentially Hazardous Foods
G. Receiving Deliveries
H. Storing and Using Poisonous or Toxic Chemicals
I. Using Suitable Utensils When Handling Ready-to-Eat Foods
J. Washing Fresh Fruits and Vegetables
K. Washing Hands

Cooking Potentially Hazardous Foods

(Sample SOP)

Purpose: To prevent foodborne illness by ensuring that all foods are cooked to the appropriate internal temperature

Scope: This procedure applies to foodservice employees who prepare or serve food.

Key Words: Cross-Contamination, Temperatures, Cooking

Instructions:

1. Train foodservice employees who prepare or serve food on how to use a food thermometer and cook foods using this procedure.
2. If a recipe contains a combination of meat products, cook the product to the highest required temperature.
3. Follow State or local health department requirements regarding internal cooking temperatures.
4. If State or local health department requirements are based on the *2001 FDA Food Code*, cook products to the following temperatures:
5. 145 ^{o}F for 15 seconds
    a. Seafood, beef, and pork
    b. Eggs cooked to order that are placed onto a plate and immediately served
6. 155 ^{o}F for 15 seconds
    a. Ground products containing beef, pork, or fish
    b. Fish nuggets or sticks
    c. Eggs held on a steam table
    d. Cubed or Salisbury steaks
7. 165 ^{o}F for 15 seconds
    a. Poultry
    b. Stuffed fish, pork, or beef
    c. Pasta stuffed with eggs, fish, pork, or beef (like lasagna or manicotti)
8. 135 ^{o}F for 15 seconds
    a. Fresh, frozen, or canned fruits and vegetables that are going to be held on a steam table or in a hot box

Monitoring:

1. Use a clean, sanitized, and calibrated probe thermometer (preferably a thermocouple).
2. Avoid inserting the thermometer into pockets of fat or near bones when taking internal cooking temperatures.
3. Take at least two (2) internal temperatures from each batch of food by inserting the thermometer into the thickest part of the product (usually the center).

Cooking Potentially Hazardous Foods, continued
(Sample SOP)

4. Take at least two (2) internal temperatures of each large food item, like a turkey, to ensure that all parts of the product reach the required cooking temperature.

Corrective Action:

Continue cooking food until the internal temperature reaches the required temperature.

Verification and Record Keeping:

Foodservice employees will record product name, time, the two (2) temperatures/times, and any corrective action taken on the Cooking - Reheating Temperature Log. Foodservice manager will verify that foodservice employees has taken the required cooking temperatures by visually monitoring foodservice employees and preparation procedures during the shift and reviewing, initialing, and dating the temperature log at the close of each day. The Cooking – Reheating Temperature Log are kept on file for a minimum of one year.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Cooling Potentially Hazardous Foods

(Sample SOP)

Purpose: To prevent foodborne illness by ensuring that all potentially hazardous foods are cooled properly

Scope: This procedure applies to foodservice employees who prepares, handles, or serves food.

Key Words: Cross-Contamination, Temperatures, Cooling, Holding

Instructions:

1. Train foodservice employees who prepare or serve food on how to use a food thermometer and how to cool foods using this procedure.
1. Modify menus, production schedules, and staff work hours to allow for implementation of proper cooling procedures.
2. Prepare and cool food in small batches.
3. Chill food rapidly using an appropriate cooling method:
    - Place food in shallow containers (no more than 4 inches deep) and uncovered on the top shelf in the back of the walk-in or reach-in cooler
    - Use a quick-chill unit like a blast chiller
    - Stir the food in a container placed in an ice water bath
    - Add ice as an ingredient
    - Separate food into smaller or thinner portions
    - Pre-chill ingredients and containers used for making bulk items like salads
4. Follow State or local health department requirements regarding required cooling parameters.
5. If State or local requirements are based on the *2001 FDA Food Code*, chill cooked hot food from:
    - 135 ºF to 70 ºF within 2 hours. Take corrective action immediately if food is not chilled from 135 ºF to 70 ºF within 2 hours.
    - 70 ºF to 41 ºF or below in remaining time. The total cooling process from 135 ºF to 41 ºF may not exceed 6 hours. Take corrective action immediately if food is not chilled from 135 ºF to 41 ºF within the 6 hour cooling process.
6. Chill prepared, ready-to-eat foods such as tuna salad and cut melons from 70 ºF to 41 ºF or below within 4 hours. Take corrective action immediately if ready-to-eat food is not chilled from 70 ºF to 41 ºF within 4 hours.

Cooling Potentially Hazardous Foods, continued

(Sample SOP)

Monitoring:

1. Use a clean, sanitized, and calibrated probe thermometer to measure the internal temperature of the food during the cooling process.
2. Monitor temperatures of products every hour throughout the cooling process by inserting a thermometer into the center of the food and at various locations in the product.

Corrective Action:

1. Reheat cooked hot food to 165 ºF for 15 seconds and start the cooling process again using a different cooling method when the food is
    - Above 70 ºF and 2 hours or less into the cooling process; and
    - Above 41 ºF and 6 hours or less into the cooling process.
2. Discard cooked hot food immediately when the food is
    - Above 70 ºF and more than 2 hours into the cooling process; or
    - Above 41 ºF and more than 6 hours into the cooling process.
3. Use a different cooling method for prepared ready-to-eat foods when the food is above 41 ºF and less than 4 hours into the cooling process.
4. Discard prepared ready-to-eat foods when the food is above 41 ºF and more than 4 hours into the cooling process.

Verification and Record Keeping:

Foodservice employees will record temperatures and corrective actions taken on the Cooling Temperature Log. Foodservice employees will record if there are no foods cooled on any working day by indicating "No Foods Cooled" on the Cooling Temperature Log. Foodservice manager will verify that foodservice employees are cooling food properly by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating the temperature log each working day. The Cooling Temperature Logs are kept on file for a minimum of one year.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Holding Hot and Cold Potentially Hazardous Foods

(Sample SOP)

Purpose: To prevent foodborne illness by ensuring that all potentially hazardous foods are held at the proper temperature

Scope: This procedure applies to foodservice employees who prepare or serve food.

Key Words: Cross-Contamination, Temperatures, Holding, Hot Holding, Cold Holding, Storage

Instructions:

1. Train foodservice employees who prepare or serve food about proper hot and cold holding procedures. Include in the training a discussion of the temperature danger zone.
2. Follow State or local health department requirements regarding required hot and cold holding temperatures. If State or local health department requirements are based on the *2001 FDA Food Code*:
    - Hold hot foods at 135 ºF or above; and
    - Cold foods at 41 ºF or below.
3. Preheat steam tables and hot boxes.

Monitoring:

1. Use a clean, sanitized, and calibrated probe thermometer to measure the temperature of the food.
2. Take temperatures of foods by inserting the thermometer near the surface of the product, at the thickest part, and at other various locations.
3. Take temperatures of holding units by placing a calibrated thermometer in the coolest part of a hot holding unit or warmest part of a cold holding unit.
4. For hot-held foods:
    - Verify that the air/water temperature of any unit is at 135 ºF or above before use.
    - Reheat foods in accordance with the Reheating for Hot Holding SOP.
    - All hot potentially hazardous foods should be 135 ºF or above before placing the food out for display or service.
    - Take the internal temperature of food before placing it on a steam table or in a hot holding unit and at least every 2 hours thereafter.
5. For cold foods held for service:
    - Verify that the air/water temperature of any unit is at 41 ºF or below before use.
    - Chill foods, if applicable, in accordance with the Cooling SOP.

Holding Hot and Cold Potentially Hazardous Foods, continued
(Sample SOP)

- All cold potentially hazardous foods should be 41 ºF or below before placing the food out for display or service.
- Take the internal temperature of the food before placing it onto any salad bar, display cooler, or cold serving line and at least every 2 hours thereafter.

6. For cold foods in storage:
    - Take the internal temperature of the food before placing it into any walk-in cooler or reach-in cold holding unit.
    - Chill food in accordance with the Cooling SOP if the food is not 41 ºF or below.
    - Verify that the air temperature of any cold holding unit is at 41 ºF or below before use and at least every 4 hours thereafter during all hours of operation.

Corrective Action:

For hot foods:

- Reheat the food to 165 ºF for 15 seconds if the temperature is found to be below 135 ºF and the last temperature measurement was 135 ºF or higher and taken within the last 2 hours. Repair or reset holding equipment before returning the food to the unit, if applicable.
- Discard the food if it cannot be determined how long the food temperature was below 135 ºF.

For cold foods:

- Rapidly chill the food using an appropriate cooling method if the temperature is found to be above 41 ºF and the last temperature measurement was 41 ºF or below and taken within the last 2 hours:
    - Place food in shallow containers (no more than 4 inches deep) and <u>uncovered</u> on the top shelf in the back of the walk-in or reach-in cooler
    - Use a quick-chill unit like a blast chiller
    - Stir the food in a container placed in an ice water bath
    - Add ice as an ingredient
    - Separate food into smaller or thinner portions
- Repair or reset holding equipment before returning the food to the unit, if applicable.
- Discard the food if it cannot be determined how long the food temperature was above 41 ºF.

Holding Hot and Cold Potentially Hazardous Foods, continued
(Sample SOP)

Verification and Record Keeping:

Foodservice employees will record temperatures of food items and document corrective actions taken on the Hot and Cold Holding Temperature Log. A designated foodservice employee will record air temperatures of coolers and cold holding units on the Refrigeration Logs. Foodservice manager will verify that foodservice employees have taken the required holding temperatures by visually monitoring foodservice employees during the shift and reviewing the temperature logs at the close of each day. The temperature logs are kept on file for a minimum of one year.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Date Marking Ready-to-Eat, Potentially Hazardous Food

(Sample SOP)

Purpose: To ensure appropriate rotation of ready-to-eat food to prevent or reduce foodborne illness from *Listeria monocytogenes*

Scope: This procedure applies to foodservice employees who prepares, stores, or serves food.

Key Words: Ready-to-Eat Food, Potentially Hazardous Food, Date Marking, Cross-Contamination

Instructions:

1. Establish a date marking system and train employees accordingly. The best practice for a date marking system would be to include a label with the product name, the day or date, and time it is prepared or opened. Examples of how to indicate when the food is prepared or opened include:
    - Labeling food with a calendar date, i.e. cut cantaloupe, 5/26/05, 8:00 a.m.,
    - Identifying the day of the week, i.e. cut cantaloupe, Monday, 8:00 a.m., or
    - Using color-coded marks or tags, i.e. cut cantaloupe, blue dot, 8:00 a.m. means "cut on Monday at 8:00 a.m.".
2. Label ready-to-eat, potentially hazardous foods that are prepared on-site and held for more than 24 hours.
3. Label any processed, ready-to-eat, potentially hazardous foods when opened, if they are to be held for more than 24 hours.
4. Refrigerate all ready-to-eat, potentially hazardous foods at 41º F or below.
5. Serve or discard refrigerated, ready-to-eat, potentially hazardous foods within 7 days.
6. Indicate with a separate label the date prepared, the date frozen, and the date thawed of any refrigerated, ready-to-eat, potentially hazardous foods.
7. Calculate the 7-day time period by counting only the days that the food is under refrigeration. For example:
    - On Monday, 8/1/05, lasagna is cooked, properly cooled, and refrigerated with a label that reads, "Lasagna – Cooked – 8/1/05."
    - On Tuesday, 8/2/05, the lasagna is frozen with a second label that reads, "Frozen – 8/2/05." Two labels now appear on the lasagna. Since the lasagna was held under refrigeration from Monday, 8/1/05 – Tuesday, 8/2/05, only 1 day is counted towards the 7-day time period.
    - On Tuesday, 8/16/05, the lasagna is pulled out of the freezer. A third label is placed on the lasagna that reads, "Thawed – 8/16/05." All three labels now appear on the lasagna. The lasagna must be served or discarded within 6 days.
8. Follow State and local public health requirements.

Date Marking Ready-to-Eat, Potentially Hazardous Food, continued

(Sample SOP)

Monitoring:

A designated employee will check refrigerators daily to verify that foods are date marked and that foods exceeding the 7-day time period are not being used or stored.

Corrective Measure:

Foods that are not date marked or that exceed the 7-day time period will be discarded.

Verification and Record Keeping:

Foodservice manager will complete the Food Safety Checklist daily.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Personal Hygiene

(Sample SOP)

Purpose: To prevent contamination of food by foodservice employees

Scope: This procedure applies to foodservice employees who handles, prepares, or serves food

Key Words: Personal Hygiene, Cross-Contamination, Contamination

Instructions:

1. Train foodservice employees on the employee health policy (Develop SOP for Implementing an Employee Health Policy) and on practicing good personal hygiene.
2. Follow the employee health policy.
3. Report to work in good health, clean, and dressed in clean attire.
4. Change apron when it becomes soiled.
5. Wash hands properly, frequently, and at the appropriate times.
6. Keep fingernails trimmed, filed, and maintained so that the edges are cleanable and not rough.
7. Avoid wearing artificial fingernails and fingernail polish.
8. Wear single-use gloves if artificial fingernails or fingernail polish are worn.
9. Do not wear any jewelry except for a plain ring such as a wedding band.
10. Treat and bandage wounds and sores immediately. When hands are bandaged, single use gloves must be worn.
11. Cover a lesion containing pus with a bandage. If the lesion is on a hand or wrist, cover with an impermeable cover such as a finger cot or stall and a single-use glove.
12. Eat, drink, use tobacco, or chew gum only in designated break areas where food or food contact surfaces may not become contaminated.
13. Taste food the correct way:
    - Place a small amount of food into a separate container.
    - Step away from exposed food and food contact surfaces.
    - Use a teaspoon to taste the food. Remove the used teaspoon and container to the dish room. Never reuse a spoon that has already been used for tasting.
    - Wash hands immediately.
14. Wear suitable and effective hair restraints while in the kitchen.
15. Follow State and local public health requirements.

Personal Hygiene, continued

(Sample SOP)

Monitoring:

A designated foodservice employee will inspect employees when they report to work to be sure that each employee is following this SOP. The designated foodservice employee will monitor that all foodservice employees are adhering to the personal hygiene policy during all hours of operation.

Corrective Action:

Any foodservice employee found not following this procedure will be retrained at the time of the incident. Affected food will be discarded.

Verification and Record Keeping:

The foodservice manager will verify that foodservice employees are following this policy by visually observing the employees during all hours of operation. The foodservice manager will complete the Food Safety Checklist daily. Foodservice employees will record any discarded food on the Damaged or Discarded Product Log, which will be kept on file for a minimum of one year.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Reheating Potentially Hazardous Foods

(Sample SOP)

Purpose: To prevent foodborne illness by ensuring that all foods are reheated to the appropriate internal temperature

Scope: This procedure applies to foodservice employees who prepare or serve food.

Key Words: Cross-Contamination, Temperatures, Reheating, Holding, Hot holding

Instructions:

1. Train foodservice employees who prepare or serve food on using a food thermometer and how to reheat foods using this procedure.
2. Follow State or local health department requirements regarding reheating temperatures.
3. If State or local requirements are based on the *2001 FDA Food Code,* heat processed, ready-to-eat foods from a package or can, such as canned green beans or prepackaged breakfast burritos, to an internal temperature of at least 135 ^{o}F for 15 seconds for hot holding.
4. Reheat the following products to 165 ^{o}F for 15 seconds:
   - Any food that is cooked, cooled, and reheated for hot holding
   - Leftovers reheated for hot holding
   - Products made from leftovers, such as soup
   - Precooked, processed foods that have been previously cooled
5. Reheat food for hot holding in the following manner if using a microwave oven:
   - Heat processed, ready-to-eat foods from a package or can to at least 135 ^{o}F for 15 seconds
   - Heat leftovers to 165 ^{o}F for 15 seconds
   - Rotate (or stir) and cover foods while heating
   - Allow to sit for 2 minutes after heating
6. Reheat all foods rapidly. The total time the temperature of the food is between 41 ^{o}F and 165 ^{o}F may not exceed 2 hours.
7. Serve reheated food immediately or transfer to an appropriate hot holding unit.

Monitoring:

1. Use a clean, sanitized, and calibrated probe thermometer.
2. Take at least two internal temperatures from each pan of food.

Reheating Potentially Hazardous Foods, continued

(Sample SOP)

Corrective Action:

Continue reheating/heating food if the internal temperature does not reach the required temperature.

Verification and Record Keeping:

Foodservice employees will record product name, time, the two temperatures/times, and any corrective action taken on the Cooking – Reheating Temperature Log. Foodservice manager will verify that foodservice employees have taken the required reheating temperatures by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating the Cooking – Reheating Temperature Log at the close of each day. The Cooking – Reheating Temperature Logs are kept on file for a minimum of one year.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Receiving Deliveries

(Sample SOP)

Purpose: To ensure that all food is received fresh and safe when it enters the foodservice operation, and to transfer food to proper storage as quickly as possible

Scope: This procedure applies to foodservice employees who handles, prepares, or serves food.

Key Words: Cross-Contamination, Temperatures, Receiving, Holding, Frozen Goods, Delivery

Instructions:

1. Train foodservice employees who accept deliveries on proper receiving procedures.
2. Schedule deliveries to arrive at designated times during operational hours.
3. Post the delivery schedule including the names of vendors, days and times of deliveries, and drivers' names.
4. Establish a rejection policy to ensure accurate, timely, consistent, and effective refusal and return of rejected goods.
5. Organize freezer and refrigeration space, loading docks, and store rooms before deliveries.
6. Gather product specification lists and purchase orders, temperature logs, calibrated thermometers, pens, flashlights, and clean loading carts before deliveries.
7. Keep receiving area clean and well lighted.
8. Do not touch ready-to-eat foods with bare hands.
9. Determine whether foods will be marked with the date of arrival or the "use-by" date and mark accordingly upon receipt.
10. Compare delivery invoice against products ordered and products delivered.
11. Transfer foods to their appropriate locations as quickly as possible.

Monitoring:

1. Inspect the delivery truck when it arrives to ensure that it is clean, free of putrid odors, and organized to prevent cross-contamination. Be sure refrigerated foods are delivered on a refrigerated truck.
2. Check the interior temperature of refrigerated trucks.
3. Confirm vendor name, day and time of delivery, as well as driver's identification before accepting delivery. If driver's name is different than what is indicated on the delivery schedule, contact the vendor immediately.
4. Check frozen foods to ensure that they are all frozen solid and show no signs of thawing and refreezing, such as the presence of large ice crystals or liquids on the bottom of cartons.

Receiving Deliveries, continued

(Sample SOP)

5. Check the temperature of refrigerated foods.
    a. For fresh meat, fish, and poultry products, insert a clean and sanitized thermometer into the center of the product to ensure a temperature of 41 ºF or below. The temperature of milk should be 45 ºF or below.
    b. For packaged products, insert a food thermometer between two packages being careful not to puncture the wrapper. If the temperature exceeds 41 ºF, it may be necessary to take the internal temperature before accepting the product.
    c. For eggs, the interior temperature of the truck should be 45 ºF or below.
6. Check dates of milk, eggs, and other perishable goods to ensure safety and quality.
7. Check the integrity of food packaging.
8. Check the cleanliness of crates and other shipping containers before accepting products. Reject foods that are shipped in dirty crates.

Corrective Action:

1. Reject the following:
    a. Frozen foods with signs of previous thawing
    b. Cans that have signs of deterioration – swollen sides or ends, flawed seals or seams, dents, or rust
    c. Punctured packages
    d. Expired foods
    e. Foods that are out of safe temperature zone or deemed unacceptable by the established rejection policy

Verification and Record Keeping:

Record temperature and corrective action on the delivery invoice or on the Receiving Log. Foodservice manager will verify that foodservice employees are receiving products using the proper procedure by visually monitoring receiving practices during the shift and reviewing the Receiving Log at the close of each day. Receiving Logs are kept on file for a minimum of one year.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Storing and Using Poisonous or Toxic Chemicals

(Sample SOP)

Purpose: To prevent foodborne illness by chemical contamination

Scope: This procedure applies to foodservice employees who use chemicals in the kitchen.

Keywords: Chemicals, Cross-Contamination, Contamination, Material Safety Data Sheet

Instructions:

1. Train foodservice employees on the proper use, storage, and first aid of chemicals and on the proper use of chemical test kits as specified in this procedure.
2. Designate a location for storing the Material Safety Data Sheets (MSDS).
3. Label and date all poisonous or toxic chemicals with the common name of the substance.
4. Store all chemicals in a designated secured area away from food and food contact surfaces using spacing or partitioning.
5. Limit access to chemicals by use of locks, seals, or key cards.
6. Maintain an inventory of chemicals.
7. Store only chemicals that are necessary to the operation and maintenance of the kitchen.
8. Mix, test, and use sanitizing solutions as recommended by the manufacturer, State, or local health department.
9. Use the appropriate chemical test kit to measure the concentration of sanitizer each time a new batch of sanitizer is mixed.
10. Follow manufacturer's directions for specific mixing, storing, and first aid instructions on chemicals.
11. Do not use chemical containers for storing food or water.
12. Use only hand sanitizers that comply with the *2001 FDA Food Code.* Confirm with the manufacturer that the hand sanitizers used meet the requirements of the *FDA Food Code.*
13. Label and store first aid supplies in a container that is located away from food or food contact surfaces.
14. Label and store medicines for employee use in a designated area and away from food contact surfaces. Do not store medicines in food storage areas.
15. Store refrigerated medicines in a covered, leak proof container, where they are not accessible to children, and cannot contaminate food.
16. Follow State and local public health requirements.

Storing and Using Poisonous or Toxic Chemicals, continued

(Sample SOP)

Monitoring:

Foodservice employees and foodservice manager will visually observe that chemicals are being stored, labeled, and used properly during all hours of operation.

Corrective Action:

Discard any food contaminated by chemicals. Label and/or properly store any unlabeled or misplaced chemicals.

Verification and Record Keeping:

Foodservice manager will complete the Food Safety Checklist daily to indicate that monitoring is completed. Foodservice employees will record the name of the contaminated food, date, time, and the reason why the food was discarded on the Damaged and Discarded Product Log. The foodservice manager will verify that appropriate corrective actions are being taken by reviewing, initialing, and dating the Damaged and Discarded Product Log each day. Damaged and Discarded Product Logs are kept on file for a minimum of one year.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Using Suitable Utensils When Handling Ready-to-Eat Foods

(Sample SOP)

Purpose: To prevent foodborne illness due to hand-to-food cross-contamination

Scope: This procedure applies to foodservice employees who prepare, handle, or serves food.

Key Words: Ready-to-Eat food, Cross-Contamination

Instructions:

1. Use proper hand washing procedures to wash hands and exposed arms prior to preparing or handling food or at anytime when the hands may have become contaminated.
2. Do not use bare hands to handle ready-to-eat foods at any time unless washing fruits and vegetables.
3. Use suitable utensils when working with ready-to-eat food. Suitable utensils may include:
   - Single-use gloves
   - Deli tissue
   - Foil wrap
   - Tongs, spoodles, spoons, and spatulas
4. Wash hands and change gloves:
   - Before beginning food preparation
   - Before beginning a new task
   - After touching equipment (such as refrigerator doors) or utensils that have not been cleaned and sanitized
   - After contacting chemicals
   - When interruptions in food preparation occur, such as when answering the telephone or checking in a delivery
   - Handling money
   - Anytime a glove is torn, damaged, or soiled
   - Anytime contamination of a glove might have occurred
5. Follow State and local public health requirements.

Monitoring:

A designated foodservice employee will visually observe that gloves or suitable utensils are used and changed at the appropriate times during all hours of operation.

Using Suitable Utensils When Handling Ready-to-Eat Foods, continued

(Sample SOP)

Corrective Action:

Employees observed touching ready-to-eat food with bare hands will be retrained at the time of the incident. Ready-to-eat food touched with bare hands will be discarded.

Verification and Record Keeping:

The foodservice manager will verify that foodservice workers are using suitable utensils by visually monitoring foodservice employees during all hours of operation. The foodservice manager will complete the Food Safety Checklist daily. The designated foodservice employee responsible for monitoring will record any discarded food on the Damaged and Discarded Product Log. This log will be maintained for a minimum of one year.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Washing Fruits and Vegetables

(Sample SOP)

Purpose: To prevent or reduce risk of foodborne illness or injury by contaminated fruits and vegetables.

Scope: This procedure applies to foodservice employees who prepare or serve food.

Keywords: Fruits, Vegetables, Cross-Contamination, Washing

Instructions:

1. Train foodservice employees who prepare or serve food on how to properly wash and store fresh fruits and vegetables.
2. Wash hands using the proper procedure.
3. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as cutting boards, knives, and sinks.
4. Follow manufacturer's instructions for proper use of chemicals.
5. Wash all raw fruits and vegetables thoroughly before combining with other ingredients, including:
   - Unpeeled fresh fruit and vegetables that are served whole or cut into pieces.
   - Fruits and vegetables that are peeled and cut to use in cooking or served ready-to-eat.
6. Wash fresh produce vigorously under cold running water or by using chemicals that comply with the *2001 FDA Food Code.* Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
7. Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.
8. Remove any damaged or bruised areas.
9. Label, date, and refrigerate fresh-cut items.
10. Serve cut melons within 7 days if held at 41 ºF or below (see SOP for Date Marking, Ready-to-Eat, Potentially Hazardous Food).
11. Do not serve raw seed sprouts to highly susceptible populations such as preschool-age children.
12. Follow State and local public health requirements.

Monitoring:

Foodservice manager will visually monitor that fruits and vegetables are being properly washed, labeled, and dated during all hours of operation. In addition, foodservice employees will check daily the quality of fruits and vegetables in cold storage.

Washing Fruits and Vegetables, continued

(Sample SOP)

Corrective Action:

Unwashed fruits and vegetables will be removed from service and washed immediately before being served. Unlabeled fresh cut items will be labeled and dated. Discard cut melons held after 7 days.

Verification and Record Keeping:

Foodservice manager will complete the Food Safety Checklist daily to indicate that monitoring is being conducted as specified in this procedure.

Date Implemented: **By:**

Date Reviewed: **By:**

Date Revised: **By:**

Washing Hands

(Sample SOP)

Purpose: To prevent foodborne illness caused by contaminated hands

Scope: This procedure applies to anyone who handles, prepares, and serves food.

Keywords: Handwashing, Cross-Contamination

Instructions:

1. Train any individual who prepares or serves food on proper handwashing. Training may include viewing a handwashing video and demonstrating proper handwashing procedure.
2. Post handwashing signs or posters in a language understood by all foodservice staff near all handwashing sinks, in food preparation areas, and restrooms.
3. Use designated handwashing sinks for handwashing only. Do not use food preparation, utility, and dishwashing sinks for handwashing.
4. Provide warm running water, soap, and a means to dry hands. Provide a waste container at each handwashing sink or near the door in restrooms.
5. Keep handwashing sinks accessible anytime employees are present.
6. Wash hands:
    - Before starting work
    - During food preparation
    - When moving from one food preparation area to another
    - Before putting on or changing gloves
    - After using the toilet
    - After sneezing, coughing, or using a handkerchief or tissue
    - After touching hair, face, or body
    - After smoking, eating, drinking, or chewing gum or tobacco
    - After handling raw meats, poultry, or fish
    - After any clean up activity such as sweeping, mopping, or wiping counters
    - After touching dirty dishes, equipment, or utensils
    - After handling trash
    - After handling money
    - After any time the hands may become contaminated

Washing Hands, continued

(Sample SOP)

7. Follow proper handwashing procedures as indicated below:
    - Wet hands and forearms with warm, running water (at least 100 ºF) and apply soap.
    - Scrub lathered hands and forearms, under fingernails and between fingers for at least 10 - 15 seconds. Rinse thoroughly under warm running water for 5 - 10 seconds.
    - Dry hands and forearms thoroughly with single-use paper towels.
    - Dry hands for at least 30 seconds if using a warm air hand dryer.
    - Turn off water using paper towels.
    - Use paper towel to open door when exiting the restroom.
8. Follow FDA recommendations when using hand sanitizers. These recommendations are as follows:
    - Use hand sanitizers only after hands have been properly washed and dried.
    - Use only hand sanitizers that comply with the 2001 FDA Food Code. Confirm with the manufacturers that the hand sanitizers used meet these requirements. Use hand sanitizers in the manner specified by the manufacturer.

Monitoring:

A designated employee will visually observe the handwashing practices of the foodservice staff during all hours of operation. In addition, the designated employee will visually observe that handwashing sinks are properly supplied during all hours of operation.

Corrective Action:

Employees that are observed not washing their hands at the appropriate times or using the proper procedure will be asked to wash their hands immediately. Employee will be re-trained to ensure proper handwashing procedure.

Verification and Record Keeping:

Foodservice manager will complete the Food Safety Checklist daily to indicate that monitoring is being conducted as specified.

Date Implemented: **By:**
Date Reviewed: **By:**
Date Revised: **By:**

Appendix II. (SAMPLE) Procedure for Handling Leftover Sliced Turkey

A. Roast Turkey. Cook, Serve, Cool Leftovers, Reheat, and Serve

↓

Receive:
Frozen turkey from certified vendor (USDA inspected).

↓

Store in walk-in freezer (0°F or below).

↓

Thaw bulk turkey in refrigerator (41°F or below).

↓

Cook to proper temperature (165 °F for a minimum of 15 seconds).

↓

Slice, portion, and serve (hot holding at 135 °F or above).

↓

Immediately refrigerate leftovers. Place in shallow pans and cool to 41°F or below within 6 hours but from 135˚F to at least 70˚F in the first 2 hours. (Take temperature at 1.5 hours.)

↓

Remove leftovers from refrigerator and reheat to 165 °F for a minimum of 15 seconds.

↓

Hot hold at 135 °F or above.

↓

Serve.

Appendix III. (SAMPLE): Food Safety Plan

School Food Safety Program
Our Town Elementary School

Table of Contents

Description of Program Overview and Facility

Standard Operating Procedures (Step 1)
- Detailed SOPs

Food Preparation Action Plan
- Categorize Menu Items by Process (Step 2)
- Identify Control Measures and CCPs (Step 3)

Monitoring (Step 4)
- Food Safety Checklist

Corrective Action (Step 5)

Recordkeeping (Step 6)
- Forms (Listed here)

Review (Step 7)
- Manager's Checklist

(SAMPLE: Food Safety Program Cont'd)

Description of Program Overview and Facility

This program was developed in May 2005 by Jane Doe, foodservice director, Our County School District, Our Town Elementary School. The program follows the USDA guidance on developing a food safety program based on the Process Approach to HACCP. All standards in this food safety program are based on recommendations in the 2001 Food Code.

Average Daily Participation

Breakfasts	100 Meals
Lunches	300 Meals

School Foodservice Staff

Manager
3 Staff

Kitchen Equipment

1 Mixer
1 Food Processor
1 Slicer
1 Walk-in Freezer
2 Reach-in Refrigerators
2 Convection Ovens
1 Combination Steamer
2 Heated Cabinets
2 Heated Serving Counters
1 Refrigerated Serving Counter
1 Milk Cooler
1 Dishmachine

Menu

2 Week Cycle with recipes/instructions in notebook in manager's office

NOTE: For the purpose of this example, all standards are based on the 2001 FDA Food Code (as amended August 29, 2003 in the Supplement to the 2001 Food Code). You may need to adopt a different set of standards in your particular program based on the authority recognized in your State.

(SAMPLE: Food Safety Program Cont'd)

STANDARD OPERATING PROCEDURES (SOP)

Standard Operating Procedures for Our Town Elementary School are listed below. Each SOP will be attached to this food safety program. Foodservice staff will be made aware of all SOPs during initial and in ongoing training.

1) **Facility-Wide**
    a) Washing Hands
    b) Calibrating a Thermometer
    c) Preventing Cross-Contamination
    d) Preventing Bare Hand Contact with Ready-to-Eat Foods
    e) Personal Hygiene
    f) Operating Without Power
    g) Operating Without Hot Water
    h) Storing and Using Chemicals
    i) Implementing an Employee Health Policy
    j) Purchasing from Reputable Vendors
    k) Receiving Deliveries
2) **Storing**
3) **Cooking**
4) **Cooling**
5) **Reheating**
6) **Preparation**
7) **Holding**
8) **Transporting**

Note: For the purpose of this sample document, some detailed SOPs have been included in Appendix I, Standard Operating Procedures. In an actual food safety program, all applicable SOPs should be documented and included in the written program.

(SAMPLE: Food Safety Program Cont'd)

FOOD PREPARATION ACTION PLAN

Categorizing Menu Items and Identifying Control Measures and Critical Control Points (CCPs):

The 2 week menu cycle is posted in the kitchen. Each menu item available for service is listed in this food safety program in the table below. When new menu items are added, the list is updated. Each item is evaluated to determine which of the three processes is applicable and to identify the appropriate control measures and critical control points (CCPs) using the Process Approach charts attached. Once the determination is made for each menu item, the food service manager will make the rest of the food service staff aware of the menu items and applicable process and control measures by posting the Process Charts in the kitchen. (These Process Charts containing the list of menu items are attached on the following pages.) In addition, the menu cycle, menus, recipes, product directions, and charts are kept in a notebook in the manager's office.

Staff:

- All foodservice personnel will be given an overview of the Process Approach to HACCP after being hired and before handling food.
- Any substitute food service staff will be given instructions on the Process Approach and a list of necessary procedures relevant to the tasks they will be performing and the corresponding records to be kept.
- Periodic refresher training for employees will be provided on a quarterly basis.
- An easily accessible copy of an explanation of the Process Approach taken from the USDA HACCP guidance document will be available in the manager's office.

(SAMPLE: Food Safety Program Cont'd)

MENU ITEMS SORTED BY PROCESS

PROCESS 1 (NO COOK)	PROCESS 2 (COOK AND SERVE SAME DAY)	PROCESS 3 (COMPLEX FOOD PREPARATION)
Milk	Green Beans in Cheese Sauce	Bean Burrito
Juice	Chili con Carne	Bean Soup
Tuna Salad Sandwich	Macaroni and Cheese	Potato Salad
Waldorf Fruit Salad	Scrambled Eggs	Fruit and Rice Dessert
Cole Slaw	Sloppy Joe on Roll	Rice Salad
Fresh Fruit	Mexicali Corn	
Egg Salad Sandwich	Scalloped Potatoes	
Broccoli Salad	Chicken Taco	
Three Bean Salad	Taco Salad	
Chicken or Turkey Salad	Refried Beans	
	Broccoli, Cheese and Rice Casserole	

NOTE: For the purpose of this example, only a sampling of menu items was listed. In an actual food safety program, all possible menu items should be included in such a list. This should include all food not only prepared on site, but all food served on site. For example, if the school receives ready-to-eat menu items, these items should also be included on this list. In addition, procedures for receiving ready-to-eat items should be included in the recipes/instructions portion of this program.

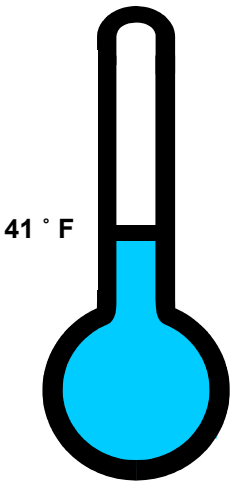
NOTE: Recipe numbers on Process Charts refer to USDA recipes. A full listing of the recipes can be found at:
http://www.nfsmi.org/Information/school_recipe_index_alpha.html

(SAMPLE: Food Safety Program Cont'd)

PROCESS CHART – PROCESS 1

Process 1 -NO COOK
Keep Food Below 41 ˚F Degrees

Menu Item	Recipe #
Milk	
Juice	
Tuna Salad Sandwich	F-11
Waldorf Fruit Salad	E-14
Cole Slaw	E-09
Fresh Fruit	
Fresh Vegetables	
Egg Salad Sandwich	F-10
Broccoli Salad	E-11
Three Bean Salad	E-04
Chicken or Turkey Salad	E-07



<u>Control measures</u>

CCP:

- Cold holding – Critical limit is 41º F or below

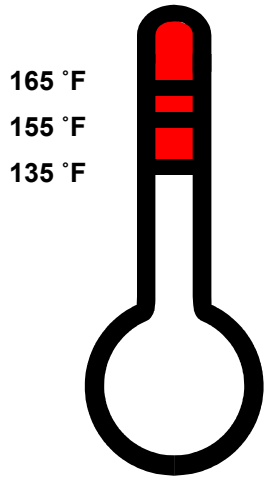
SOP:

- Personal Hygiene
- Washing Fresh Fruits and Vegetables
- Limiting time in the danger zone to inhibit bacterial growth and toxin production (e.g., holding at room temperature for 4 hours and then discarding)
- Verifying receiving temperatures of food
- Date marking of ready-to-eat food

(SAMPLE: Food Safety Program Cont'd)
PROCESS CHART – PROCESS 2

Process 2-COOK and SAME DAY SERVE
Cook to Correct Temperature. Serve at 135 ˚F or above.

Menu Item	Recipe Number	Cooking Temperature
Green Beans in Cheese Sauce	I-11	140º F 15s
Chili con Carne	D-20	165º F 15 s
Macaroni & Cheese	D-26	165º F 15 s
Scrambled Eggs	D-34	155º F 15 s
Sloppy Joe on Roll	F-05	155º F 15 s
Mexicali Corn	I-12	140º F 15s
Scalloped Potatoes	I-16	140º F 15s
Chicken Taco	D-13C	165º F 15 s
Taco Salad	E-10	165º F 15 s
Refried Beans	I-15	140º F 15s
Broccoli, Cheese and Rice Casserole	I-08	165º F 15 s



Control measures

CCP:

- Cooking to destroy bacteria and other pathogens (CCPs with corresponding critical limits are noted above.)

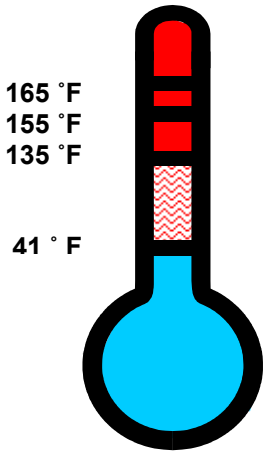
SOP:

- Hot holding or limiting time in the danger zone to prevent the outgrowth of spore-forming bacteria

(SAMPLE: Food Safety Program Cont'd)
PROCESS CHART – PROCESS 3

Process 3-COOK, COOL, REHEAT, SERVE
Limit Time in the Danger Zone (41 ˚F – 135 ˚F)

Menu Item	Recipe Number	Cooking Temperature	Cooling Temp.	Reheating Temp.
Bean Soup	H-08	At or above 165˚F for at least 15 seconds	Cool to 70º F in 2 hrs or less and then to 41˚F in 4 hrs or less.	At or above 165˚F for at least 15 seconds
Potato Salad	E-12	Cook potatoes	Cool to 70º F in 2 hrs or less and then to 41˚F in 4 hrs or less.	
Bean Burrito	D-21A	At or above 165˚F for at least 15 seconds	Cool to 70º F in 2 hrs or less and then to 41˚F in 4 hrs or less.	At or above 165˚F for at least 15 seconds
Fruit and Rice Dessert	B-09	Cook rice	Cool to 70º F in 2 hrs or less and then to 41˚F in 4 hrs or less.	
Rice Salad	E-02	Cook rice	Cool to 70º F in 2 hrs or less and then to 41˚F in 4 hrs or less.	



<u>Control measures</u>

CCP:

- Cooking to destroy bacteria and other pathogens (CCPs and critical limits are outlined above)
- Reheating for hot holding, if applicable

SOP:

- Cooling to prevent the outgrowth of spore-forming bacteria (SOP)
- Hot and cold holding or limiting time in the danger zone to inhibit bacterial growth and toxin formation (SOP)

(SAMPLE: Food Safety Program Cont'd)

MONITORING

Manager Responsibilities:

- The foodservice manager at each site will be responsible for ensuring assigned foodservice staff are properly monitoring control measures and CCPs at the required frequency and are documenting required records.
- The manager will also be responsible for monitoring the overall performance of standard operating procedures. (Specific details regarding monitoring are addressed in each SOP.)
- Monitoring will be a constant consideration. However, the manager will use the Food Safety Checklist to formally monitor foodservice staff at least once per week. (The checklist form has been included in Appendix IV.)

Foodservice Staff Responsibilities:

- Foodservice staff is responsible for monitoring individual critical control points (CCPs) in the handling and preparation of food.
- Foodservice staff is responsible for monitoring control points as defined in the standard operating procedures (SOPs).

(SAMPLE: Food Safety Program Cont'd)

CORRECTIVE ACTIONS

Documenting Corrective Actions:

- The foodservice director or manager* will be responsible for developing predetermined corrective actions for the most common deviations from control measures including critical control points (CCPs) and standard operating procedures (SOPs).
- The foodservice director or manager will review and update corrective actions at least annually. Corrective actions for all SOPs are outlined in the written SOPs.
- Foodservice staff will be responsible for documenting any corrective actions taken while handling and preparing food as well as any actions taken while performing SOPs.

NOTE: Corrective actions in this example are based on standards established in the 2001 FDA Food Code (as amended August 29, 2003 in the Supplement to the 2001 Food Code).

Training:

- In addition to the corrective actions outlined in the SOPs, foodservice staff will be trained on a continuous basis to take corrective actions when necessary.
- Guidance on most common specific corrective actions will be listed in this food safety program and will be posted in an accessible location in the kitchen.

Corrective actions for common problems are attached.

*** Person responsible for foodservice management and operations in the school district.**

(SAMPLE: Food Safety Program Cont'd)

Corrective Actions

Event	**Corrective Action**	
Receiving temperature for refrigerated product is at 47º F	Reject product	
Temperature of hamburger patties after standard cooking time is 150º F	Continue cooking to 165 ºF for 15 seconds.	
Food service staff handles raw poultry and then begins to cut up raw fruit	Instruct staff to wash hands immediately, discard fruit that has been cut up	
Leftover chili placed in refrigerator is at 80º F after 1.5 hours	Immediately reheat chili to 165 ºF for 15 seconds, divide and place in shallow pans in refrigerator, loosely covered. Cool to 70 ºF within 2 hours or less, and to 41 ºF or less in an additional 4 hours. If these times and temperatures are not met, discard.	

Note: For the purpose of this sample document, only a few corrective actions have been described. In an actual food safety program, all applicable corrective actions should be documented and included in the written program.

(SAMPLE: Food Safety Program Cont'd)

RECORDKEEPING

DOCUMENTATION (RECORDS)	**DOCUMENTATION SCHEDULE**
Food Production Records	
End Point Cooking Temperature	Daily
Time and Temperature for Holding	Daily
Equipment Temperature Records	
Receiving Logs	Each delivery
Freezer Log	Daily
Cooler Log	Daily
Thermometer Calibration	Weekly (Minimum)
Storage Room Logs	Daily
Review Records	
Food Safety Checklist	Weekly
Manager's Checklist	Twice yearly
Training Logs	On-going
Corrective Action Records	As necessary

Staff Responsibility:

All foodservice staff will be held responsible for recordkeeping duties as assigned. Overall, the foodservice manager will be responsible for making sure that records are being taken and for filing records in the proper place.

Recordkeeping Procedure:

- All pertinent information on critical control points, time, temperature, and corrective actions will be kept on clip boards in the kitchen for ease of use.
- All applicable forms for daily records will be replaced on a weekly basis or sooner, if necessary.
- In the case of weekly records, replacement of forms will be on a monthly basis.
- All completed forms will be filed in the filing cabinet in the manager's office.
- The foodservice manager is responsible for making sure that all forms are updated, available for use, and filed properly after completion.
- The foodservice manager is also responsible for educating all foodservice personnel on the use and importance of recording critical information.

NOTE: For the purpose of this example, the recordkeeping logs may be viewed in Appendix IV Record Keeping Examples. In an actual food safety program, all recordkeeping logs used in the facility should be filed with the description of the program as well as in an accessible location for foodservice staff to get extra copies when necessary.

(SAMPLE: Food Safety Program Cont'd)

REVIEW OF THE SCHOOL FOOD SAFETY PROGRAM

The school food service manager will review the school food safety program at the beginning of each school year and when any significant changes occur in the operation. The attached checklist will be used for the review.

(SAMPLE: Food Safety Program Cont'd)

Food Safety Program Review Checklist

1. Documents to review
___ Standard Operating Procedures
___ Food Preparation Process Charts
___ Control Measures in the Process Approach (CCPs and SOPs)
___ Corrective Actions

2. Monitoring recordkeeping. Choose at random one week from the previous four.

Type of Record (SOP, CCP, Corrective Action, etc.)	Monitoring Frequency and Procedure (How often? Initialed and dated? Etc.)	Record Location (Where is record kept?)

2. **Describe the strengths or weaknesses with the current monitoring or recordkeeping methods.**

3. **Who is responsible for verifying that the required records are being completed and properly maintained?**

4. **Describe the training that has been provided to support the food safety program.**

5. **Do the managers and staff demonstrate knowledge of the plan?**

6. **Have there been any changes to the menu or operation (new equipment, etc.)?**

7. **Was the plan modified because of these changes?**

Appendix IV. (SAMPLES): Record Keeping

A. Food Safety Checklist
B. Receiving Log
C. Cooking and Reheating Temperature Log
D. Cooling Temperature Log
E. Damaged or Discarded Product Log
F. Refrigeration Log

FOOD SAFETY CHECKLIST

Date_____ Observer_____

Directions: Use this checklist daily to determine areas in your operations requiring corrective action. Record corrective action taken and keep completed records in a notebook for future reference.

PERSONAL HYGIENE

	Yes	No	Corrective Action
• Employees wear clean and proper uniform including shoes.----------	☐	☐	_____
• Effective hair restraints are properly worn.----------	☐	☐	_____
• Fingernails are short, unpolished, and clean (no artificial nails). ------	☐	☐	_____
• Jewelry is limited to a plain ring, such as a wedding band and a watch - no bracelets. ----------	☐	☐	_____
• Hands are washed properly, frequently, and at appropriate times.-----	☐	☐	_____
• Burns, wounds, sores or scabs, or splints and water-proof bandages on hands are bandaged and completely covered with a foodservice glove while handling food. ----------	☐	☐	_____
• Eating, drinking, chewing gum, smoking, or using tobacco are allowed only in designated areas away from preparation, service, storage, and ware washing areas. ----------	☐	☐	_____
• Employees use disposable tissues when coughing or sneezing and then immediately wash hands. ----------	☐	☐	_____
• Employees appear in good health.----------	☐	☐	_____
• Hand sinks are unobstructed, operational, and clean.----------	☐	☐	_____
• Hand sinks are stocked with soap, disposable towels, and warm water. ----------	☐	☐	_____
• A handwashing reminder sign is posted.----------	☐	☐	_____
• Employee restrooms are operational and clean.----------	☐	☐	_____

FOOD PREPARATION

	Yes	No	Corrective Action
• All food stored or prepared in facility is from approved sources.----	☐	☐	_____
• Food equipment utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use. ----------	☐	☐	_____
• Frozen food is thawed under refrigeration or in cold running water. ----------	☐	☐	_____
• Preparation is planned so ingredients are kept out of the temperature danger zone to the extent possible. ----------	☐	☐	_____
• Food is tasted using the proper procedure.----------	☐	☐	_____
• Procedures are in place to prevent cross-contamination.----------	☐	☐	_____

- Food is handled with suitable utensils, such as, single use gloves or tongs. ---------- ☐ ☐ _____
- Food is prepared in small batches to limit the time it is in the temperature danger zone. ---------- ☐ ☐ _____
- Clean reusable towels are used only for sanitizing equipment, surfaces and not for drying hands, utensils, or floor. ------ ---------- ☐ ☐ _____
- Food is cooked to the required safe internal temperature for the appropriate time. The temperature is tested with a calibrated food thermometer. ---------- ☐ ☐ _____
- The internal temperature of food being cooked is monitored and documented. ---------- ☐ ☐ _____

HOT HOLDING	**Yes**	**No**	**Corrective Action**
• Hot holding unit is clean.----------	☐	☐	_____
• Food is heated to the required safe internal temperature before placing in hot holding. Hot holding units are not used to reheat potentially hazardous foods. ----------	☐	☐	_____
• Hot holding unit is pre-heated before hot food is placed in unit.-----	☐	☐	_____
• Temperature of hot food being held is at or above 135 ˚F.----------	☐	☐	_____
• Food is protected from contamination.----------	☐	☐	_____

COLD HOLDING	**Yes**	**No**	**Corrective Action**
• Refrigerators are kept clean and organized.----------	☐	☐	_____
• Temperature of cold food being held is at or below 41 ˚F.----------	☐	☐	_____
• Food is protected from contamination.----------	☐	☐	_____

REFRIGERATOR, FREEZER, AND MILK COOLER	**Yes**	**No**	**Corrective Action**
• Thermometers are available and accurate.----------	☐	☐	_____
• Temperature is appropriate for pieces of equipment.----------	☐	☐	_____
• Food is stored 6 inches off floor or in walk-in cooling equipment.--	☐	☐	_____
• Refrigerator and freezer units are clean and neat.----------	☐	☐	_____
• Proper chilling procedures are used.----------	☐	☐	_____
• All food is properly wrapped, labeled, and dated.----------	☐	☐	_____
• The FIFO (First In, First Out) method of inventory management is used. ----------	☐	☐	_____
• Ambient air temperature of all refrigerators and freezers is monitored and documented at the beginning and end of each shift. ----------	☐	☐	_____

FOOD STORAGE AND DRY STORAGE	Yes	No	Corrective Action
• Temperatures of dry storage area is between 50 ˚F and 70 ˚F or State public health department requirement.	☐	☐	_____
• All food and paper supplies are stored 6 to 8 inches off the floor.	☐	☐	_____
• All food is labeled with name and received date.	☐	☐	_____
• Open bags of food are stored in containers with tight fitting lids and labeled with common name.	☐	☐	_____
• The FIFO (First In, First Out) method of inventory management is used.	☐	☐	_____
• There are no bulging or leaking canned goods.	☐	☐	_____
• Food is protected from contamination.	☐	☐	_____
• All food surfaces are clean.	☐	☐	_____
• Chemicals are clearly labeled and stored away from food and food related supplies.	☐	☐	_____
• There is a regular cleaning schedule for all food surfaces.	☐	☐	_____

CLEANING AND SANITIZING	Yes	No	Corrective Action
• Three-compartment sink is properly set up for ware washing.	☐	☐	_____
• Dishmachine is working properly (i.e. gauges and chemicals are at recommended levels).	☐	☐	_____
• Water is clean and free of grease and food particles.	☐	☐	_____
• Water temperatures are correct for wash and rinse.	☐	☐	_____
• If heat sanitizing, the utensils are allowed to remain immersed in 171 ˚F water for 30 seconds.	☐	☐	_____
• If using a chemical sanitizer, it is mixed correctly and a sanitizer strip is used to test chemical concentration.	☐	☐	_____
• Smallware and utensils are allowed to air dry.	☐	☐	_____
• Wiping cloths are stored in sanitizing solution while in use.	☐	☐	_____

UTENSILS AND EQUIPMENT	Yes	No	Corrective Action
• All small equipment and utensils, including cutting boards and knives, are cleaned and sanitized between uses.	☐	☐	_____
• Small equipment and utensils are washed, sanitized, and air-dried.	☐	☐	_____
• Work surfaces and utensils are clean.	☐	☐	_____

- Work surfaces are cleaned and sanitized between uses.---------- ☐ ☐ _____
- Thermometers are cleaned and sanitized after each use.---------- ☐ ☐ _____
- Thermometers are calibrated on a routine basis.---------- ☐ ☐ _____
- Can opener is clean.---------- ☐ ☐ _____
- Drawers and racks are clean.---------- ☐ ☐ _____
- Clean utensils are handled in a manner to prevent contamination of areas that will be in direct contact with food or a person's mouth.---- ☐ ☐ _____

LARGE EQUIPMENT	**Yes**	**No**	**Corrective Action**
• Food slicer is clean.----------	☐	☐	_____
• Food slicer is broken down, cleaned, and sanitized before and after every use.----------	☐	☐	_____
• Boxes, containers, and recyclables are removed from site.----------	☐	☐	_____
• Loading dock and area around dumpsters are clean and odor-free.--	☐	☐	_____
• Exhaust hood and filters are clean.----------	☐	☐	_____

GARBAGE STORAGE AND DISPOSAL	**Yes**	**No**	**Corrective Action**
• Kitchen garbage cans are clean and kept covered.----------	☐	☐	_____
• Garbage cans are emptied as necessary.----------	☐	☐	_____
• Boxes and containers are removed from site.----------	☐	☐	_____
• Loading dock and area around dumpster are clean.----------	☐	☐	_____
• Dumpsters are clean.----------	☐	☐	_____

PEST CONTROL	**Yes**	**No**	**Corrective Action**
• Outside doors have screens, are well-sealed, and are equipped with a self-closing device.----------	☐	☐	_____
• No evidence of pests is present.----------	☐	☐	_____
• There is a regular schedule of pest control by licensed pest control operator.----------	☐	☐	_____

Receiving Log

Instructions: Use this Log for deliveries or receiving foods from a centralized kitchen. Record any temperatures and corrective action taken on the Receiving Log. Foodservice manager will verify that foodservice employees are receiving products using the proper procedure by visually monitoring foodservice employees and receiving practices during the shift and reviewing the Receiving Log at the close of each day. The Receiving Log is kept on file for a minimum of one year.

Date	Time	Vendor or School	Product Name	Temperature	Corrective Action Taken	Initials/Date	Manager Initials/Date

Cooking and Reheating Temperature Log

Instructions: Record product name, time, the two (2) temperatures/times, and any corrective action taken on this form. Foodservice manager will verify that foodservice employees have taken the required cooking temperatures by visually monitoring foodservice employees and preparation procedures during the shift and reviewing, initialing, and dating this log at the close of each day. Maintain this log for a minimum of one year.

Date and Time		Food Item	Internal Temperature/ Time	Internal Temperature/ Time	Corrective Action Taken	Initials	Verified By/ Date

Cooling Log

Instructions: Record temperatures every hour during the cooling cycle. Record corrective actions, if applicable. If no foods are cooled on any working day, indicate "No Foods Cooled" in the **Food Item** column. Foodservice manager will verify that foodservice employees are cooling food properly by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating this log each working day. Maintain this log for a minimum of one year.

Date	Food Item	Time / Temp	Time / Temp	Time / Temp	Time / Temp	Time / Temp	Time / Temp	Corrective Actions Taken	Initials	Verified By/ Date

Damaged or Discarded Product Log

Instructions: Foodservice employees will record product name, quantity, action taken, and reason, initials, and date each time a food or food product is damaged and/or will be discarded. Foodservice manager will verify that foodservice employees are discarding damaged food properly by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating this log each working day. Maintain this log for a minimum of one year.

Product Name/ Brand/Company	Quantity	Action Taken (Hold, Return, Discard)	Reason	Initials/Date	Manager Initials/Date

Refrigeration Log

Instructions: A designated foodservice employee will record the location or description of holding unit, date, time, air temperature, corrective action, and initials on this log. Foodservice manager will verify that foodservice employees have taken the required temperatures by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating this log each working day. Maintain this log for a minimum of one year.

Location/ Unit Description	**Date**	**Time**	**Temperature**	**Corrective Action**	**Food Worker Initials**	**Manager Initials/ Date**

Appendix V. References and Resources

References

1. **Dietary Guidelines** www.healthierus.gov/dietary guidelines

2. **FDA Food Code** http://www.cfsan.fda.gov/~dms/fc01-sup.html

3. **USDA Temperature Rules** www.fsis.usda.gov/thermy

4. **National Food Service Institute** www.nfsmi.org

Resources

1. **USDA Recipes** http://www.nfsmi.org/Information/school_recipe_index_alpha.html

2. **Healthy School Meals Food Safety Resources** http://schoolmeals.nal.usda.gov/Safety/index.html

3. **For more information about this document contact:** Foodsafety@fns.usda.gov

Appendix C: MGAL Foundation Articles of Incorporation and Bylaws

Certified Copy

I hereby certify that the following transcript of 1 page(s) is a full, true, and correct copy of the original record in the custody of the California Secretary of State's office.

05/18/2021
Certification Date

SHIRLEY N. WEBER, Ph.D
Secretary of State

Secretary of State
Articles of Incorporation of a Nonprofit Public Benefit Corporation

ARTS-PB-501(c)(3)

IMPORTANT — Read Instructions before completing this form.

Filing Fee – $30.00

Copy Fees – First page $1.00; each attachment page $0.50; Certification Fee - $5.00

Note: A separate California Franchise Tax Board application is required to obtain tax exempt status. For more information, go to ftb.ca.gov.

FILED
Secretary of State
State of California
4738748
Filing Number
05/04/2021
Filing Date

This Space For Office Use Only

1. Corporate Name (Go to www.sos.ca.gov/business/be/name-reservations for general corporate name requirements and restrictions.)

The name of the corporation is Magnolia Global Academy for Leaders

2. Business Addresses (Enter the **complete** business addresses. Item 2a cannot be a P.O.Box or "in care of" an individual or entity.)

a. Initial Street Address of Corporation - **Do not enter a P.O. Box**	City (no abbreviations)	State	Zip Code
4471 Winona Ave	San Diego	CA	92115
b. Initial Mailing Address of Corporation, if different than item 2a	**City (no abbreviations)**	**State**	**Zip Code**
PO Box 745	Petaluma	CA	94953

3. Service of Process (Must provide either Individual **OR** Corporation.)

INDIVIDUAL – Complete Items 3a and 3b only. Must include agent's full name and California street address.

a. California Agent's First Name (if agent is **not** a corporation)	Middle Name	Last Name	Suffix
Gianna		Biaggi	
b. Street Address (if agent is not a corporation) - Do not enter a P.O. Box	**City (no abbreviations)**	**State**	**Zip Code**
4471 Winona Ave	San Diego	CA	92115

CORPORATION – Complete Item 3c. Only include the name of the registered agent Corporation.

c. California Registered Corporate Agent's Name (if agent is a corporation) – Do not complete Item 3a or 3b

4. Purpose Statement

Item 4a: One or both boxes **must** be checked.
Item 4b: If "public" purposes is checked in Item 4a, or if you intend to apply for tax-exempt status in California, you **must** enter the specific purpose in Item 4b.)

a. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: ☐ **public** purposes. ☑ **charitable** purposes.

b. The specific purpose of this corporation is to further educational purposes.

5. Additional Statements (See Instructions and Filing Tips.)

a. This corporation is organized and operated exclusively for the purposes set forth in **Article 4** hereof within the meaning of Internal Revenue Code section 501(c)(3).
b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
c. The property of this corporation is irrevocably dedicated to the purposes in **Article 4** hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable, educational and/or religious** purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

6. Read and Sign Below (This form must be signed by each incorporator. See Instructions. Do not include a title.)

Signature

Gianna Biaggi
Type or Print Name

MAGNOLIA
Global Academy for Leaders

Board Bylaws

Introduction

Welcome to the Board of Directors. We appreciate your willingness to serve our community and believe that you will find serving on the Board a rewarding experience. The purpose of this orientation and agreement is to outline the standardized expectations for the Board of Trustees for Magnolia Global Academy for Leaders, the working relations, and group structure among team members. This agreement reinforces the team commitment of the Magnolia Global Academy for Leaders Board.

Magnolia Global Academy for Leaders Mission

MGAL educates leaders through experiential learning, a commitment to equity, community partnership, and global citizenship

Confidentiality

All members will keep the confidentiality of Magnolia Global Academy for Leaders, its Board of Directors, staff and students. Board members agree not to disclose confidential information obtained to anyone unless required by law to do so. Board members agree not to disclose any decisions, discussions and plans made during board meetings and/or during any MGAL related meetings. We are mandated reporters. No member of the Board of Directors shall derive any personal profit or gain, directly or indirectly, by reason of his or her service as a Board member with Magnolia Global Academy for Leaders.

Board of Directors Code of Ethics

1. **I am morally responsible** for the health and well-being of this organization. As a member of the board, I have pledged myself to help realize the mission, which is: providing experiential learning, a commitment to equity, community partnership and global citizenship to MGAL students.

2. **I am fiscally responsible,** with the other board members, for this organization. It is my duty to know what our budget is, to be active in planning that budget, and planning the fundraising to meet that budget.

3. **I am legally responsible,** along with other board members, for this organization. I am responsible to know and approve all policies and programs, and to oversee the implementation of policies and programs. I will attend all board meetings unless circumstances beyond my control prevent my attendance. I will read materials sent to me in advance of the board meetings and complete asynchronous deadlines.

4. **I will work to raise money for Magnolia Global Academy for Leaders** whatever ways are best suited for me. These may include individual solicitation, helping with special events, writing mail appeals and the like. There is no set amount of money that I must raise because I

am making a good-faith agreement to do my best, and bring in as much money as I can.

6. **I will act with the care and loyalty** required of board members, and put the interests of the organization first. I will observe the organization's conflict-of-interest policy in letter and spirit, taking care to disclose publicly any conflicts that arise in the course of my business or the organization's, and to recuse myself from decisions that create or appear to create a conflict of interest for me.

7. **I promise to preserve the investment of time and money** made over years by all the donors and volunteers who created this organization and brought it to this point. Every board member is making a statement of faith to carry out the above agreements to the best of our ability, each in our own way, with knowledge, approval, and support of all.

I understand that as a member of the Board of Directors, I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

Magnolia Global Academy for Leaders (MGAL) Board Bylaws

Article I- NAME, PURPOSE

Section 1: The name of the organization shall be Magnolia Global Academy for Leaders (MGAL).

Section 2: The Board of Directors is organized exclusively for charitable, scientific and educational purposes, more specifically to support the Magnolia Global Academy for Leaders (MGAL) public charter school. The Board of Trustees is organized to build financial, intellectual and community support for Magnolia Global Academy for Leaders school.

ARTICLE II - MEMBERSHIP

Section 1: Membership shall consist of members of the Board of Directors, and to members of the Community Advisory Council via ad hoc committees.

ARTICLE III - ANNUAL MEETING

Section 1: Annual Meeting. The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place.

Section 2: Special Meetings. Special meetings may be called by the Chair or the Executive Committee.

Section 3: Notice. Notice of each meeting shall be given to each voting member, by email, not less than ten days before the meeting.

ARTICLE IV - BOARD OF DIRECTORS

Section 1: Board Role, Size, Compensation. The Board of Directors is responsible for overall policy and direction of the Magnolia Global Academy for Leaders non-profit organization. The Board shall have up to 15 and not fewer than 3 members. The Board receives no compensation other than reasonable expenses.

Section 2: Meetings. The Board shall meet at least twice a year, at an agreed upon time and place.

Section 3: Board Elections. Election of new directors or election of current directors to a second term will occur as the first item of business at the annual meeting of the Board. Directors will be elected by a majority vote of the current directors.

Section 4: Terms. All Board members shall serve two year terms, but are eligible for re-election. Board members may be re-elected six times cumulatively.

Section 5: Quorum. A quorum must be attended by at least 35% percent of the Board members before business can be transacted or motions made or passed.

Section 6: Notice. An official Board meeting requires that each Board member have written notice two weeks in advance.

Section 7: Officers and Duties. There shall be five officers of the Board consisting of a Chair, Vice Chair, Secretary and Treasurer. Their duties are as follows:

The Chair shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-Chair, Secretary and Treasurer.

The Vice-Chair will chair committees on special subjects as designated by the board.

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board members, and assuring that corporate records are maintained.

The Treasurer shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

Section 8: Vacancies. When a vacancy on the Board exists, nominations for new members may be received from present Board members by the Secretary two weeks in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the particular Board member's term.

Section 9: Resignation, Termination and Absences. Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has four unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10: Special Meetings. Special meetings of the Board shall be called upon the request of the Chair or one-third of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member postmarked two weeks in advance.

ARTICLE V - COMMITTEES

Section 1: The Board may create committees as needed, such as fundraising, community engagement, etc. The Board Chair appoints all committee chairs.

Section 2: The five officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

Section 3: Finance Committee. The Treasurer is chair of the Finance Committee, which includes three other Board members, and a member of the Community Advisory Council, if necessary. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the organization are public information and shall be made available to the membership, Board members and the public.

ARTICLE VI - AMENDMENTS

Section 1: These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

These Bylaws were approved at a meeting of the Board of Directors of Magnolia Global Academy for Leaders on June 14th, 2021.

Appendix D: Draft Advisory Body Bylaws

Magnolia Global Academy for Leaders
Advisory Body Bylaws

ARTICLE I
PURPOSE

Section 1. Purpose of the Advisory Body
The Advisory Body provides input and recommendations to the Petaluma City Schools District ("PCSD") Board of Education and the Magnolia Global Academy for Leaders ("Charter School" or "MGAL") Leadership Team to oversee the operation of Magnolia Global Academy for Leaders, a charter school authorized by the PCSD Board of Education.

The Advisory Body shall limit its activities to advising on matters that directly concern the operations of the Charter School and its programs. The Body shall act in an advisory capacity to give advice and recommendations to the MGAL Leadership Team and PCSD Board of Education, except for any authority as may be provided pursuant to the MGAL charter and/or any agreements that may be entered into with PCSD.

The Advisory Body shall:

- Be comprised of members with diverse skills and experiences
- Provide the MGAL Leadership Team with objective opinions about the Charter School's operations
- Provide input, skills and knowledge towards specific projects
- Sign a conflict of interest disclosure and waiver statements, as may be required by law and/or requested by the Charter School and/or PCSD

Specific scope of work of the Advisory Body may include, but is not limited to, the following:

- Monitoring the academic and operational performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission, charter, and applicable laws;
- Negotiating and approving any MOUs and/or agreements with PCSD;
- Supporting development of, and approving, the long-term strategic plan for the Charter School;

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- Monitoring the fiscal solvency of the Charter School;
- Participating in the Charter School's independent fiscal audit;
- Increasing public awareness, including student recruitment for the Charter School; and
- Conducting student recruitment for the Charter School throughout the Petaluma and Sonoma County communities

The Advisory Body shall <u>not</u>:

- Make any employee-related decisions, including the hiring, firing, and/or discipline of any Charter School employees
- Make any fiscal decisions that are under the authority of PCSD
- Publicly speak on behalf of the Charter School, including speaking to the press or discussing confidential matters pertaining to the Charter School's operations

ARTICLE II
MEMBERSHIP

Section 1. Advisory Body Members
The Advisory Body shall be composed of not fewer than three (3) members and no more than eleven (11) members.

Section 2: Advisory Body Elections
Advisory Body candidates may be nominated by current members of the Advisory Body the PCSD Board of Education, the Magnolia Global Academy for Leaders (MGAL) Leadership Team, and the MGAL Parents Association. All Advisory Body members shall be evaluated and appointed by the current Advisory Body members.

Section 3: Terms
All Advisory Body members shall serve two year terms, but are eligible for re-election. Advisory Body members may be re-elected six times cumulatively.

Section 4: Removal
Advisory Body members may be removed with or without cause by a vote of the majority of the Advisory Body members then in office.

Section 5: Resignation
Any Advisory Body member may resign at any time by giving written notice to the Advisory Body. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective.

Section 6: Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

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ARTICLE III
ADVISORY BODY MEETINGS

Section 1. Meeting Schedule and Process

The Advisory Body shall meet at least two (2) times annually or more frequently as circumstances dictate and as determined by the Advisory Body. In accordance with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act") meetings of the Advisory Body shall be properly noticed and agendized, and open to the public.

Section 2. Quorums

A majority of the Advisory Body members then in office shall constitute a quorum. All acts or decisions of the Advisory Body will be by majority vote of the Advisory Body members in attendance, based upon the presence of a quorum. The vote or abstention of each Advisory Body member present for each action taken shall be publicly reported.

Section 3. Place of Advisory Body Meetings

Meetings shall be held at any place within the physical boundaries of the county in which the charter school that the Advisory Body supports is located. All meetings of the Advisory Body shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite and each resource center.

Section 4: Annual Meeting. The Advisory Body shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Advisory Body in accordance with the Brown Act.

Section 5. Regular Meetings

Regular meetings of the Advisory Body shall be held at such times and places as may from time to time be fixed by the Advisory Body. At least 72 hours before a regular meeting, the Advisory Body, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 6: Special Meetings.

Special meetings of the Advisory Body for any purpose may be called at any time by the Chair or a majority of the Advisory Body. If a Chair of the Advisory Body has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Chair of the Advisory Body. The party calling a special meeting shall determine the place, date, and time thereof.

Section 7: Notice of Special Meetings. In accordance with the Brown Act, special meetings of the Advisory Body may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda.

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Section 8. Teleconference Meetings
Members of the Advisory Body may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Advisory Body shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school is located ;
b. All votes taken during a teleconference meeting shall be by roll call;
c. If the Advisory Body elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
d. All locations where a member of the Advisory Body participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]
e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Advisory Body directly at each teleconference location; and
f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

ARTICLE IV
OFFICERS

Section 1. Officers
The Advisory Body will have a Chair, Vice Chair, and Secretary.

Section 2. Election of Officers
The officers shall be chosen annually by the Advisory Body. The officers shall serve at the pleasure of the Advisory Body, subject to the rights of any officer under any employment contract.

Section 3. Chair
The Chair shall preside at Advisory Body meetings and shall exercise and perform such other powers and duties as the Advisory Body may assign from time to time

Section 4. Vice-Chair
In the absence of the Chair, the Vice-Chair shall preside at Advisory Body meetings and shall exercise and perform such other powers and duties as the Advisory Body may assign from time to time.

Section 5. Secretary
The Secretary shall keep or cause to be kept, at the Charter School's principal office or such other place as the Advisory Body may direct, a book of minutes of all meetings, proceedings, and actions of the Advisory Body. The minutes of meetings shall include the time and place that the meeting

[1] This means that members of the Advisory Body who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.
[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Advisory Body members present at Advisory Body meetings; and the vote or abstention of each Advisory Body member present for each action taken.

The Secretary shall keep or cause to be kept, at the Charter School's principal office, a copy of the Advisory Body Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Advisory Body that these bylaws require to be given. The Secretary shall have such other powers and perform such other duties as the Advisory Body or the bylaws may require.

Section 6. Removal of Officer
The Advisory Body may remove any officer with or without cause.

Section 7. Resignation of Officers
Any officer may resign at any time by giving written notice to the Advisory Body. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective.

Section 8. Vacancies in Office
A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

ARTICLE V
COMMITTEES

Section 1: Creation and Powers of Committees. The Advisory Body, by resolution adopted by a majority of the Advisory members then in office, may create one or more committees of the Advisory Body, each consisting of two or more Advisory Body members and no one who is not an Advisory Body member, to serve at the pleasure of the Advisory Body. Appointments to committees of the Advisory Body shall be by majority vote of the directors then in office. The Advisory Body may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Advisory Body, to the extent provided in the Advisory Body's resolution, except that no committee may:

a. Fill vacancies on the Advisory Body or any committee of the Advisory Body;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Advisory Body that by its express terms is not so amendable or subject to repeal; or

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d. Create any other committees of the Advisory Body or appoint the members of committees of the Advisory Body.

Section 2: Meetings and Actions of Committees. Meetings and actions of committees of the Advisory Body shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Advisory Body' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by the Advisory Body's resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the Advisory Body records. The Advisory Body may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Advisory Body has not adopted rules, the committee may do so.

ARTICLE VI
BYLAW AMENDMENTS

Section 1: Bylaw Amendments. The Advisory Body may adopt, amend or repeal any of these Advisory Body Bylaws by a majority vote of the Advisory Body members present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school supported by the Advisory Body or make any provisions of these bylaws inconsistent with such charter, or any laws.

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Appendix E: Facility Options

corcoran

GLOBAL LIVING
COMMERCIAL

August 21, 2021

Gianna Biaggi, Director
Magnolia Global Academy
Petaluma, CA

Dear Gianna,

The purpose of this document is to serve as a summary of our efforts to locate a suitable space for lease in preparation of your opening the new Magnolia Global Academy in Petaluma, California. We started the process by analyzing the "Dream Site" at 109 Kentucky St right in the heart of Historic Downtown Petaluma. This site was a good size and zoned properly to accommodate a school. The problem with this site is the close proximity to the Hide-Away Bar on Kentucky St & the Mighty Quinn smoke shop on Western, which would prevent a school use at this location.

With this initial site eliminated, we started the search in earnest to find something similar. We left the search criteria intentionally broad so as to capture any opportunity that may arise.

Search Parameters:
1. Location: Within the boundaries of Petaluma Unified School District
2. Size: Approx. 10,000sqft
3. Zoning Required: Residential, Mixed Use, Business Park

I have attached to this letter a summary of the spaces currently available for lease that match these Search Parameters. As you will see in the following pages, the list of available spaces is short when you take out all of the Business Parks that are actually zoned PCD (with further restrictions that will not allow for a school use). At this time, the only spaces currently available with the proper zoning to accommodate a school are located in that pocket of Business Park developments off of Lakeville Hwy, adjacent to Shollenberger Park. The average asking rent for these types of spaces is approx. $21/sqft/year. For approximately 10,000 sqft of space you are looking at an annual cost of rent at approximately $210,000 (or $17,500/month).

corcoran

GLOBAL LIVING
COMMERCIAL

Please let me know if I can answer any questions or provide further clarification on a particular property or the overall Lease Market in Petaluma.

Best regards,

Mike Lagoyda
Corcoran Global Living, Lic. # 01933576
Mobile 707.888.9921
Mike.Lagoyda@CorcoranGL.com

PREPARED FOR:

MGAL School

Petaluma Lease Report

8/21/2021

PREPARED BY:

Corcoran Global Living Commercial
802 4th St
Santa Rosa, CA 95404

Mike Lagoyda, NAR
District Assistant Manager - Sonoma County
(800) 681-1361 (phone)
(888) 864-4133 (fax)
mike.lagoyda@corcorangl.com

Property Map & List Report

Properties	Avg. SF	Avg. Vacancy	Avg. Asking Rent/SF
18	73,615	30.5%	$20.91

PROPERTY LOCATIONS

PROPERTY SUMMARY STATISTICS

Property Attributes	Low	Average	Median	High
Building SF	8,000	73,615	72,701	155,500
Floors	1	2	2	3
Typical Floor	8,000	48,441	39,734	113,593
Vacancy	0%	30.5%	26.9%	100%
SF Available	8,000	27,264	26,961	60,000
Avg. Asking Rent/SF	$13.80	$20.91	$22.20	$28.80
Sale Price	$2,500,000	$2,500,000	$2,500,000	$2,500,000
Cap Rate	-	-	-	-
Year Built	1941	1990	1995	2007
Star Rating	★★☆☆☆	★★★☆☆ 2.9	★★★☆☆ 3.0	★★★★☆

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Property Map & List Report

Property Name - Address	Type	Yr Built	Size	Vacancy	SF Available	Avg. Asking Rent/SF	Sale Price	Cap Rate
1 351-389 S Mcdowell… Petaluma, CA 94954	Retail ★★★★☆	1971	87,954 SF	39.1%	900 - 34,415	$26.06 - 31.85 Est.	-	-
2 1455 N McDowell Blvd Petaluma, CA 94954	Flex ★★☆☆☆	1993	35,000 SF	42.6%	4,252 - 14,920	$10.09 - 12.33 Est.	-	-
3 601 N McDowell Blvd Petaluma, CA 94954	Industrial ★★☆☆☆	1976	11,692 SF	0%	11,692	$15.00/NNN	$2,500,000	-
4 2 715 Southpoint Blvd Petaluma, CA 94954	Industrial ★★☆☆☆	1989	8,000 SF	100%	8,000	$13.80/NNN	-	-
5 715 Southpoint Blvd Petaluma, CA 94954	Industrial ★★★☆☆	1988	85,534 SF	35.0%	4,000 - 29,937	$14.40/NNN	-	-
6 The Redwoods 1341-1353 Redwood& Petaluma, CA 94954	Flex ★★☆☆☆	1988	57,174 SF	34.7%	11,271 - 31,084	$18.00/MG	-	-
7 5401 Old Redwood… Petaluma, CA 94954	Office ★★★★☆	2000	58,440 SF	18.6%	2,857 - 10,870	$24.00/FS	-	-
8 Bldg B 2000-2100 S McDowell& Petaluma, CA 94954	Office ★★★☆☆	2007	76,333 SF	0%	4,075 - 43,603	$28.80/FS	-	-
9 1465 N McDowell Blvd Petaluma, CA 94954	Flex ★★★★☆	1999	140,448 SF	40.3%	10,000 - 56,558	$23.40/FS	-	-
10 1435 N McDowell 1435 N McDowell Blvd Petaluma, CA 94954	Office ★★★★☆	2000	67,340 SF	21.5%	2,415 - 25,050	$14.28 - 23.40/FS	-	-
11 Sequoia Business… 1400 N McDowell Blvd Petaluma, CA 94954	Office ★★★☆☆	1994	72,000 SF	0%	9,840	$22.20/FS	-	-
12 109 Kentucky St Petaluma, CA 94952	Retail ★★☆☆☆	1941	18,722 SF	100%	3,461 - 18,722	$21.00/NNN	-	-

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Property Map & List Report

Property Name - Address	Type	Yr Built	Size	Vacancy	SF Available	Avg. Asking Rent/SF	Sale Price	Cap Rate
13 3810 Cypress Dr Petaluma, CA 94954	Industrial ★★★☆☆	1995	155,500 SF	32.4%	14,558 - 50,358	$8.67 - 10.60 Est.	-	-
14 1650 Corporate Cir Petaluma, CA 94954	Office ★★★☆☆	2000	59,456 SF	0%	3,103 - 17,576	$20.48 - 25.03 Est.	-	-
- PCD Zoning - Does not allow for school use								
15 Sola Bldg 1500 Cader Ln Petaluma, CA 94954	Flex ★★☆☆☆	1978	148,123 SF	10.1%	10,000 - 60,000	$9.80 - 11.87 Est.	-	-
16 Bldg A 1800 S McDowell Blvd Petaluma, CA 94954	Office ★★★☆☆	2007	73,402 SF	39.4%	7,202 - 28,890	$28.80/FS	-	-
17 3925 Cypress Dr Petaluma, CA 94954	Flex ★★★☆☆	1999	94,178 SF	21.0%	3,917 - 28,872	$20.00 - 24.00/FS	-	-
18 2180 S McDowell Blvd Petaluma, CA 94954	Industrial ★★★☆☆	1996	75,773 SF	13.7%	10,368	$15.00/NNN	-	-

Lease Availability Report

1500 Cader Ln - Sola Bldg

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Flex**
Subtype:	**R&D**
Tenancy:	**Multiple**
Year Built:	**1978**
RBA:	**148,123 SF**
Floors:	**2**
Typical Floor:	**113,593 SF**
Ceiling Ht:	**24'**

AVAILABILITY

Min Divisble:	**10,000 SF**
Max Contig:	**60,000 SF**
Total Available:	**60,000 SF**
Asking Rent:	**Withheld**

EXPENSES PER SF

Taxes:	**$0.59 (2020)**
Opex:	**$1.32 (2012)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	Industrial	Direct	10,000 - 45,000/15,…	45,000	60,000	Withheld	30 Days	Negotiable
P 2nd	Office	Direct	15,000	15,000	60,000	Withheld	Vacant	Negotiable

SALE

Last Sale: Sold on Mar 15, 2002 for $18,000,000 ($121.52/SF)

LOADING

Docks:	**9 ext**	Drive Ins:	**7 tot./10'w x 10'h**
Rail Spots:	**None**		

POWER & UTILITIES

Power: 4,000a Heavy

LAND

Land Area:	**14.23 AC**
Zoning:	**I, Petaluma**
Parcel	**005-040-056**

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1500 Cader Ln - Sola Bldg

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

TRANSPORTATION

Parking:	120 free Surface Spaces are available; Ratio of 0.81/1,000 SF
Airport:	34 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (46)
Transit Score ®:	Some Transit (25)

KEY TENANTS

Juice Beauty	15,000 SF

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Lease Availability Report

1650 Corporate Cir

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Office**
Tenancy:	**Multiple**
Year Built:	**2000**
RBA:	**59,456 SF**
Floors:	**2**
Typical Floor:	**29,728 SF**

AVAILABILITY

Min Divisble:	**3,103 SF**
Max Contig:	**14,473 SF**
Total Available:	**17,576 SF**
Asking Rent:	**Withheld**

EXPENSES PER SF

Taxes:	**$2.22 (2020)**
Opex:	**$2.28 (2012)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	100	Office	Direct	14,473	14,473	14,473	Withheld	30 Days	Negotiable

SALE

Last Sale: Sold on Apr 29, 2016 for $10,600,000 ($178.28/SF) at 6.50% Cap

TRANSPORTATION

Parking:	188 free Surface Spaces are available; Ratio of 3.16/1,000 SF
Airport:	34 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (49)
Transit Score ®:	Some Transit (28)

KEY TENANTS

Amy's Kitchen	28,521 SF	Amica Insurance	1,500 SF

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Lease Availability Report

3810 Cypress Dr

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Industrial**
Subtype:	**Distribution**
Tenancy:	**Multiple**
Year Built:	**1995**
RBA:	**155,500 SF**
Floors:	**2**
Typical Floor:	**77,750 SF**
Ceiling Ht:	**12'-22'**

AVAILABILITY

Min Divisble:	**14,558 SF**
Max Contig:	**35,800 SF**
Total Available:	**50,358 SF**
Asking Rent:	**Withheld**

EXPENSES PER SF

Taxes:	**$0.63 (2020)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd	Office	Direct	14,558	14,558	14,558	Withheld	Vacant	Negotiable

LOADING

Docks:	**2 ext**	Drive Ins:	**4 tot./10'w x 12'h**
Cross Docks:	**None**		

POWER & UTILITIES

Power:	1,000a/277-480v 3p Heavy

LAND

Land Area:	**2.34 AC**
Parcel	**005-090-082**

TRANSPORTATION

Parking:	80 free Surface Spaces are available; Ratio of 0.75/1,000 SF
Airport:	36 minute drive to Sonoma County Airport

KEY TENANTS

MRS Grossmans Paper Co	52,648 SF	Paragon Label	52,648 SF

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Lease Availability Report

3925 Cypress Dr

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Flex**
Subtype:	**R&D**
Tenancy:	**Multiple**
Year Built:	**1999**
RBA:	**94,178 SF**
Floors:	**2**
Typical Floor:	**66,769 SF**
Ceiling Ht:	**24'**

AVAILABILITY

Min Divisble:	**3,917 SF**
Max Contig:	**9,141 SF**
Total Available:	**28,872 SF**
Asking Rent:	**$$20.00 - $22.00/FS**

EXPENSES PER SF

Taxes:	**$0.61 (2020)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	C	Office	Direct	7,907	7,907	7,907	$22.00/FS	Vacant	Negotiable
P 2nd	E	Office	Direct	7,907	7,907	7,907	$20.00/FS	Vacant	Negotiable
P 2nd	F	Office	Direct	9,141	9,141	9,141	$21.00/FS	30 Days	Negotiable

SALE

Last Sale: Sold on May 12, 2011 for $4,200,000 ($44.60/SF)

LOADING

Drive Ins:	**3 tot./10'w x 16'h**	Rail Spots:	**None**

POWER & UTILITIES

Power: 2,000a/277-480v Heavy

LAND

Land Area:	**2.50 AC**
Zoning:	**M-L,BP**

PARCEL

005-090-051, 005-090-052, 005-090-053, 005-090-054

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Lease Availability Report

3925 Cypress Dr

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

★★★☆☆

TRANSPORTATION

Parking:	202 free Surface Spaces are available; Ratio of 2.31/1,000 SF
Airport:	35 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (32)
Transit Score ®:	Minimal Transit (23)

KEY TENANTS

Natural Comfort	25,123 SF	Juice Beauty	22,049 SF
Studio C Dance Academy	7,907 SF		

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Lease Availability Report

109 Kentucky St

Petaluma, CA 94952 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Retail**
Subtype:	**Storefront Retail/O…**
Tenancy:	**Single**
Year Built:	**1941**
GLA:	**18,722 SF**
Floors:	**3**
Typical Floor:	**8,036 SF**
Docks:	**None**

AVAILABILITY

Min Divisble:	**3,461 SF**
Max Contig:	**18,722 SF**
Total Available:	**18,722 SF**
Asking Rent:	**$21.00/NNN**

EXPENSES PER SF

Taxes:	**$1.69 (2020)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
E 1st	Off/Ret	Direct	8,036	8,036	18,722	$21.00/NNN	Vacant	Negotiable
E 2nd	Off/Ret	Direct	3,461	3,461	18,722	$21.00/NNN	Vacant	Negotiable
E 3rd	Off/Ret	Direct	7,225	7,225	18,722	$21.00/NNN	Vacant	Negotiable

SALE

Last Sale:	Sold on Mar 6, 2018 for $2,720,000 ($145.28/SF)

AMENITIES

Air Conditioning, Signage

TRAFFIC & FRONTAGE

Traffic Volume:	16,233 on Petaluma Blvd S & C St (2018)
	23,842 on E Washington St & Weller St (2018)
Frontage:	83' on Kentucky St

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TRANSPORTATION

Airport:	32 minute drive to Sonoma County Airport
Walk Score ®:	Walker's Paradise (98)
Transit Score ®:	Some Transit (38)

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Lease Availability Report

601 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class C Industrial**
Subtype:	**Warehouse**
Tenancy:	**Single**
Year Built:	**1976**
RBA:	**11,692 SF**
Floors:	**1**
Typical Floor:	**11,692 SF**
Ceiling Ht:	**10'**

AVAILABILITY

Min Divisble:	**11,692 SF**
Max Contig:	**11,692 SF**
Total Available:	**11,692 SF**
Asking Rent:	**$15.00/NNN**

EXPENSES PER SF

Taxes:	**$1.65 (2020)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	Flex	Direct	11,692	11,692	11,692	$15.00/NNN	30 Days	Negotiable

SALE

Last Sale:	Sold on Oct 13, 2003 for $1,325,000 ($113.33/SF)

LOADING

Docks:	**1 ext**	Drive Ins:	**4 tot./10'w x 10'h**
Cross Docks:	**None**	Rail Spots:	**None**

LAND

Land Area:	**0.77 AC**
Zoning:	**CE**
Parcel	**007-501-012**

TRANSPORTATION

Parking:	29 free Surface Spaces are available; Ratio of 2.51/1,000 SF
Airport:	31 minute drive to Sonoma County Airport

KEY TENANTS

Cardno	11,692 SF

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Lease Availability Report

1400 N McDowell Blvd - Sequoia Business Park

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Office**
Tenancy:	**Multiple**
Year Built:	**1994**
RBA:	**72,000 SF**
Floors:	**3**
Typical Floor:	**24,000 SF**

AVAILABILITY

Min Divisble:	**9,840 SF**
Max Contig:	**9,840 SF**
Total Available:	**9,840 SF**
Asking Rent:	**$22.20/FS**

EXPENSES PER SF

Taxes:	**$0.78 (2020)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	Office	Sublet	9,840	9,840	9,840	$22.20/FS	30 Days	Thru Apr 2022

SALE

Last Sale:	Portfolio of 3 Office Properties in Petaluma, CA Sold on Jun 28, 2011 for $12,500,000 ($60.10/SF)

TRANSPORTATION

Parking:	80 free Surface Spaces are available; Ratio of 3.60/1,000 SF
Airport:	28 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (34)
Transit Score ®:	Some Transit (28)

KEY TENANTS

Enphase Energy, Inc	48,002 SF	One Legal LLC	24,000 SF
Soligent Distribution	13,450 SF		

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Lease Availability Report

1435 N McDowell Blvd - 1435 N McDowell

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Office**
Tenancy:	**Multiple**
Year Built:	**2000; Renov 2005**
RBA:	**67,340 SF**
Floors:	**3**
Typical Floor:	**22,446 SF**

AVAILABILITY

Min Divisble:	**2,415 SF**
Max Contig:	**10,587 SF**
Total Available:	**25,050 SF**
Asking Rent:	**$$14.28 - $23.40/FS**

EXPENSES PER SF

Taxes:	**$0.58 (2020)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	100	Retail	Direct	7,330	7,330	9,745	Withheld	Vacant	Negotiable
P 3rd	310	Office	Direct	2,415	2,415	9,745	$23.40/FS	Vacant	Negotiable
P 3rd	300	Office	Sublet	10,587	10,587	10,587	$14.28/FS	Vacant	Thru Feb 2023

SALE

Last Sale:	Portfolio of 5 Properties in Petaluma, CA Sold on Dec 23, 2009 for $7,679,423 ($40.86/SF)

TRANSPORTATION

Parking:	247 free Surface Spaces are available; Ratio of 3.67/1,000 SF
Airport:	28 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (32)
Transit Score ®:	Some Transit (28)

KEY TENANTS

Calix, Inc.	22,447 SF	Ski California	1,000 SF

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Lease Availability Report

1455 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Flex**
Subtype:	**R&D**
Tenancy:	**Multiple**
Year Built:	**1993**
RBA:	**35,000 SF**
Floors:	**1**
Typical Floor:	**35,000 SF**

AVAILABILITY

Min Divisble:	**4,252 SF**
Max Contig:	**10,668 SF**
Total Available:	**14,920 SF**
Asking Rent:	**Withheld**

EXPENSES PER SF

Taxes:	**$1.01 (2020)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	A,C	Office	Direct	8,376 - 10,668	10,668	10,668	Withheld	Vacant	Negotiable

SALE

Last Sale:	Portfolio of 2 Properties Sold on Jul 16, 2010 for $15,777,000 ($130.85/SF)

LOADING

Docks:	**1 ext**	Drive Ins:	**2 tot./10'w x 12'h**
Rail Spots:	**None**		

LAND

Land Area:	**2.88 AC**
Zoning:	**CITYPE**
Parcel	**047-550-005**

TRANSPORTATION

Parking:	125 free Surface Spaces are available; Ratio of 4.00/1,000 SF
Airport:	29 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (30)
Transit Score ®:	Some Transit (28)

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Lease Availability Report

1465 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Flex**
Subtype:	**R&D**
Tenancy:	**Multiple**
Year Built:	**1999**
RBA:	**140,448 SF**
Floors:	**2**
Typical Floor:	**70,224 SF**

AVAILABILITY

Min Divisble:	**10,000 SF**
Max Contig:	**56,558 SF**
Total Available:	**56,558 SF**
Asking Rent:	**$23.40/FS**

EXPENSES PER SF

Taxes:	**$0.94 (2020)**
Opex:	**$1.59 (2007)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	Flex	Direct	10,000 - 56,558	56,558	56,558	$23.40/FS	Vacant	Negotiable

SALE

Last Sale: Sold on Dec 30, 2016 for $10,250,000 ($72.98/SF) at 5.25% Cap

LOADING

Docks:	**None**	Drive Ins:	**3 tot./10'w x 10'h**
Cross Docks:	**None**	Rail Spots:	**None**

POWER & UTILITIES

Utilities: Heating

LAND

Land Area:	**8.40 AC**
Zoning:	**PDC, Petaluma**
Parcel	**047-550-022**

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Lease Availability Report

1465 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

TRANSPORTATION

Parking:	506 free Surface Spaces are available; Ratio of 3.60/1,000 SF
Airport:	29 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (30)
Transit Score ®:	Some Transit (28)

KEY TENANTS

Allianz Of America Inc	84,243 SF	Broadcom Corp	14,628 SF
Fireman's Fund Insurance Company	500 SF		

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Lease Availability Report

351-389 S Mcdowell Blvd - Washington Square

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Retail**
Subtype:	**Freestanding**
Center Type:	**Community Center**
Tenancy:	**Multiple**
Year Built:	**1971; Renov 1996**
GLA:	**87,954 SF**
Floors:	**1**
Typical Floor:	**87,954 SF**

AVAILABILITY

Min Divisble:	**900 SF**
Max Contig:	**19,849 SF**
Total Available:	**34,415 SF**
Asking Rent:	**Withheld**

EXPENSES PER SF

Taxes:	**$3.64 (2020)**
Opex:	**$4.20 (2012)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	17	Retail	Direct	13,666	13,666	13,666	Withheld	Vacant	Negotiable

AMENITIES

Air Conditioning, Dedicated Turn Lane, Pylon Sign, Signage

KEY TENANTS

Planet Fitness	18,000 SF	Party City	12,500 SF
Pet Food Express	7,960 SF	Amy's Hallmark Shop	6,526 SF
Washington Square Veterinary Clinic	3,500 SF	Xfinity Stores	3,000 SF

TRAFFIC & FRONTAGE

Traffic Volume:	28,298 on E Washington St & Redwood Hwy (2018)
	111,261 on Redwood Highway (2020)
Frontage:	S McDowell Blvd (with 2 curb cuts)
	E Washington St (with 2 curb cuts)

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Lease Availability Report

351-389 S Mcdowell Blvd - Washington Square

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

TRANSPORTATION

Parking:	1,102 Surface Spaces are available; Ratio of 5.69/1,000 SF
Airport:	31 minute drive to Sonoma County Airport
Walk Score ®:	Very Walkable (79)
Transit Score ®:	Some Transit (36)

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Lease Availability Report

1800 S McDowell Blvd - Bldg A

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class A Office**
Tenancy:	**Multiple**
Year Built:	**2007**
RBA:	**73,402 SF**
Floors:	**2**
Typical Floor:	**36,701 SF**

AVAILABILITY

Min Divisble:	**7,202 SF**
Max Contig:	**28,890 SF**
Total Available:	**28,890 SF**
Asking Rent:	**$28.80/FS**

EXPENSES PER SF

Taxes:	**$3.75 (2020)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd	210	Office	Direct	13,523	28,890	28,890	$28.80/FS	Vacant	Negotiable
P 2nd	220	Office	Direct	8,165	28,890	28,890	$28.80/FS	Vacant	Negotiable
P 2nd	230	Office	Direct	7,202	28,890	28,890	$28.80/FS	Vacant	Negotiable

SALE

Last Sale:	Portfolio of 11 Properties in Petaluma, CA Sold on Feb 25, 2015 for $67,900,000 ($99.15/SF)

AMENITIES

Pond

TRANSPORTATION

Parking:	262 free Surface Spaces are available; Ratio of 3.60/1,000 SF
Airport:	34 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (45)
Transit Score ®:	Some Transit (26)

KEY TENANTS

Kaiser Permanente	19,046 SF	Clover Sonoma	17,554 SF
Nortek Security & Control LLC	7,811 SF		

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Lease Availability Report

2180 S McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Industrial**
Subtype:	**Warehouse**
Tenancy:	**Multiple**
Year Built:	**1996**
RBA:	**75,773 SF**
Floors:	**1**
Typical Floor:	**75,773 SF**
Ceiling Ht:	**16'-18'**

AVAILABILITY

Min Divisble:	**10,368 SF**
Max Contig:	**10,368 SF**
Total Available:	**10,368 SF**
Asking Rent:	**$15.00/NNN**

EXPENSES PER SF

Taxes:	**$1.71 (2020)**
Opex:	**$0.62 (2012)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	2180-B	Industrial	Direct	10,368	10,368	10,368	$15.00/NNN	Vacant	Negotiable

SALE

Last Sale: Portfolio of 2 Industrial Properties in Petaluma, CA Sold on May 1, 2015 for $10,175,000 ($93.79/SF)

LOADING

Docks:	**2 ext**	Drive Ins:	**5 tot./12'w x 12'h**
Cross Docks:	**None**	Rail Spots:	**None**

LAND

Land Area:	**2.37 AC**
Parcel	**005-090-086**

TRANSPORTATION

Parking:	40 free Surface Spaces are available; Ratio of 2.39/1,000 SF
Airport:	35 minute drive to Sonoma County Airport

KEY TENANTS

Big Accessories Inc	50,010 SF	Houghton Mifflin Harcourt	25,763 SF

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Lease Availability Report

2000-2100 S McDowell Boulevard Ext - Bldg B

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Office**
Tenancy:	**Multiple**
Year Built:	**2007**
RBA:	**76,333 SF**
Floors:	**2**
Typical Floor:	**76,333 SF**

AVAILABILITY

Min Divisble:	**4,075 SF**
Max Contig:	**39,528 SF**
Total Available:	**43,603 SF**
Asking Rent:	**$28.80/FS**

EXPENSES PER SF

Taxes:	**$3.61 (2020)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	Office	Direct	10,000 - 39,528	39,528	39,528	$28.80/FS	90 Days	Negotiable

SALE

Last Sale: Portfolio of 11 Properties in Petaluma, CA Sold on Feb 25, 2015 for $67,900,000 ($99.15/SF)

AMENITIES

Pond

TRANSPORTATION

Parking:	180 free Surface Spaces are available; Covered Spaces @ $0.00/mo; Ratio of 3.60/1,000 SF
Walk Score ®:	Car-Dependent (47)
Transit Score ®:	Minimal Transit (24)

KEY TENANTS

Ygrene	43,603 SF	Vista Outdoor	32,730 SF

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Lease Availability Report

5401 Old Redwood Hwy

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Office**
Tenancy:	**Multiple**
Year Built:	**2000**
RBA:	**58,440 SF**
Floors:	**2**
Typical Floor:	**28,000 SF**

AVAILABILITY

Min Divisble:	**2,857 SF**
Max Contig:	**10,870 SF**
Total Available:	**10,870 SF**
Asking Rent:	**$24.00/FS**

EXPENSES PER SF

Taxes:	**$0.72 (2020)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd	250	Office	Direct	2,857 - 10,870	10,870	10,870	$24.00/FS	Vacant	Negotiable

SALE

Last Sale:	Portfolio of 2 Office Properties in Petaluma, CA Sold on May 9, 2011 for $4,800,000 ($50.08/SF)

TRANSPORTATION

Parking:	195 free Surface Spaces are available; Ratio of 3.48/1,000 SF
Airport:	28 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (30)
Transit Score ®:	Some Transit (27)

KEY TENANTS

Sonoma Marin Area Rail Transit	29,220 SF	United States Department of Agriculture	5,635 SF
John Schloetter & Co LLP	3,558 SF	Interwest Insurance Service	3,000 SF
Kavaliro	2,011 SF		

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Lease Availability Report

1341-1353 Redwood Way - The Redwoods

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Flex**
Tenancy:	**Multiple**
Year Built:	**1988**
RBA:	**57,174 SF**
Floors:	**1**
Typical Floor:	**57,174 SF**

AVAILABILITY

Min Divisble:	**11,271 SF**
Max Contig:	**19,813 SF**
Total Available:	**31,084 SF**
Asking Rent:	**$18.00/MG**

EXPENSES PER SF

Taxes:	**$1.73 (2020)**

SPACES

Floor	Suite	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	1353 A	Industrial	Direct	11,271	11,271	11,271	$18.00/MG	60 Days	1 - 5 Yrs

SALE

Last Sale:	Sold on Jul 28, 2016 for $8,250,000 ($144.30/SF)

LOADING

Docks:	**Yes**	Cross Docks:	**Yes**
Rail Spots:	**None**		

LAND

Land Area:	**2.90 AC**
Zoning:	**CITYPE**

PARCEL

137-160-001, 137-160-002, 137-160-003, 137-160-004, 137-160-005, 137-160-006, 137-160-007, 137-160-008, 137-160-009, 137-160-010

TRANSPORTATION

Parking:	191 free Surface Spaces are available; Ratio of 3.30/1,000 SF
Airport:	28 minute drive to Sonoma County Airport
Walk Score ®:	Car-Dependent (36)
Transit Score ®:	Some Transit (28)

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Lease Availability Report

1341-1353 Redwood Way - The Redwoods

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

KEY TENANTS

Twit	17,117 SF	National Holistic Institute	4,939 SF
Nationwide Insurance	250 SF		

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Lease Availability Report

715 Southpoint Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Industrial**
Subtype:	**Warehouse**
Tenancy:	**Multiple**
Year Built:	**1988**
RBA:	**85,534 SF**
Floors:	**2**
Typical Floor:	**42,767 SF**
Ceiling Ht:	**24'**

AVAILABILITY

Min Divisble:	**4,000 SF**
Max Contig:	**19,222 SF**
Total Available:	**29,937 SF**
Asking Rent:	**$14.40/NNN**

EXPENSES PER SF

Taxes:	**$1.28 (2020)**
Opex:	**$2.65 (2009)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	Industrial	Direct	4,000 - 19,222	19,222	19,222	$14.40/NNN	Vacant	Negotiable
P 2nd	Office	Direct	10,715	10,715	10,715	$14.40/NNN	Vacant	Negotiable

SALE

Last Sale: Portfolio of 2 Industrial Properties in Petaluma, CA Sold on May 1, 2014 for $8,750,000 ($93.55/SF)

LOADING

Docks:	**None**
Cross Docks:	**None**

LAND

Land Area:	**5.90 AC**
Zoning:	**PUD**

PARCEL

007-391-011, 007-391-036, 007-401-052

TRANSPORTATION

Parking:	75 Surface Spaces are available; Ratio of 0.87/1,000 SF
Airport:	32 minute drive to Sonoma County Airport

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Lease Availability Report

715 Southpoint Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

KEY TENANTS

Zoe's Meats Inc.	13,996 SF	Fresenius Medical Care	6,300 SF
Concentric	5,767 SF	Institute For Health Management	5,000 SF
California Department of Motor Vehicles	2,079 SF	Davis Properties Company LLC	1,500 SF

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Lease Availability Report

715 Southpoint Blvd - 2

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type:	**Class B Industrial**
Subtype:	**Warehouse**
Tenancy:	**Multiple**
Year Built:	**1989**
RBA:	**8,000 SF**
Floors:	**1**
Typical Floor:	**8,000 SF**

AVAILABILITY

Min Divisble:	**8,000 SF**
Max Contig:	**8,000 SF**
Total Available:	**8,000 SF**
Asking Rent:	**$13.80/NNN**

EXPENSES PER SF

Taxes:	**$13.53 (2020)**

SPACES

Floor	Use	Type	SF Avail	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	Industrial	Direct	8,000	8,000	8,000	$13.80/NNN	Vacant	Negotiable

SALE

Last Sale: Portfolio of 2 Industrial Properties in Petaluma, CA Sold on May 1, 2014 for $8,750,000 ($93.55/SF)

LOADING

Docks:	**2 ext**	Drive Ins:	**4 tot./10'w x 16'h**
Cross Docks:	**None**		

LAND

Land Area:	**5.90 AC**
Zoning:	**PUD**
Parcel	**007-391-011**

TRANSPORTATION

Parking:	60 free Surface Spaces are available; Ratio of 7.50/1,000 SF
Airport:	28 minute drive to Sonoma County Airport

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Property Summary Report

1500 Cader Ln - Sola Bldg

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	2 Star Flex R&D
Tenancy	Multi
Year Built	1978
RBA	148,123 SF
Stories	2
Typical Floor	113,593 SF
Ceiling Ht	24'
Construction	Masonry

LAND

Land Acres	14.23 AC
Zoning	I, Petaluma
Parcel	005-040-056

EXPENSES

Opex	$1.32/SF (2012)
Taxes	$0.59/SF (2020)

LOADING

Docks	9 ext	Drive Ins	7 tot./10' w x 10' h
Rail Spots	None		

POWER & UTILITIES

Power	4,000a/ Heavy

FOR LEASE

Smallest Space	10,000 SF	Office Avail	15,000 SF
Max Contiguous	60,000 SF	Industrial Avail	45,000 SF
# of Spaces	2	Total Avail	60,000 SF
Vacant	15,000 SF		
% Leased	89.9%		
Rent	Withheld - CoStar Est. Rent $10 - 12 (Flex)		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st		Industrial	Direct	10,000 - 45,000/15,000	45,000	60,000	Withheld	30 Days	Negotiable

Cushman & Wakefield

Office/Warehouse/R&D Available Now! 24' clear height, grade & dock doors, 4,000 amps 3-phase/2 story office. ±5 Acres of parking/yard

Property Summary Report

1500 Cader Ln - Sola Bldg

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd		Office	Direct	15,000	15,000	60,000	Withheld	Vacant	Negotiable

Cushman & Wakefield

Office/Warehouse/R&D Available Now! 2 story office space. We can deliver either 2 stories of office and R&D space or remove the 2nd floor for approximately 10,000 square feet of clear height warehouse type space. Large exterior yard/parking.

SALE

Sold Price	$18,000,000 ($121.52/SF)
Date	Mar 2002
Sale Type	Investment
Financing	1st Mortgage: (Short Term) Bal/Pmt: $5,000,000/-

TRANSPORTATION

Parking	120 available (Surface);Ratio of 0.81/1,000 SF
Airport	34 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (46)
Transit Score®	Some Transit (25)

TENANTS

Juice Beauty	15,000 SF	Methionine Task Force	-
Perdue Farms Inc	-	Petaluma Acquisition	-
Reynolds Packaging Inc	-		

PROPERTY CONTACTS

Primary Leasing Company	Cushman & Wakefield 900 Larkspur Landing Cir Larkspur, CA 94939 (415) 485-0500 (p) (415) 485-1341 (f)
Recorded Owner	Kland Llc 5800 River Rd Santa Rosa, CA 95401
True Owner	Ken & Lan Tran 5800 River Rd Santa Rosa, CA 95401 (707) 542-5888 (p)

Property Summary Report

1650 Corporate Cir

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	3 Star Office
Tenancy	Multi
Year Built	2000
RBA	59,456 SF
Stories	2
Typical Floor	29,728 SF
Construction	Reinforced Concrete

LAND

Land Acres	3.14 AC
Zoning	PCD
Parcel	005-280-053

EXPENSES

Opex	$2.28/SF (2012)
Taxes	$2.22/SF (2020)

FOR LEASE

Smallest Space	3,103 SF
Max Contiguous	14,473 SF
# of Spaces	2
Vacant	0 SF
% Leased	100.0%
Rent	Withheld - CoStar Est. Rent $20 - 25 (Office)
Office Avail	17,576 SF

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	100	Office	Direct	14,473	14,473	14,473	Withheld	30 Days	Negotiable

JLL

±14,473 SF with 14’ Ceilings. Efficient Mix of Perimeter Private Offices, Open Work Space and Conference Facilities. Large Kitchen, Break Area, and Reception Area. Expansive Glass Line Throughout

SALE

Sold Price	$10,600,000 ($178.28/SF)
Date	Apr 2016
Sale Type	Investment
Cap Rate	6.50%

TRANSPORTATION

Parking	188 available (Surface);Ratio of 3.16/1,000 SF
Airport	34 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (49)
Transit Score®	Some Transit (28)

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Property Summary Report

1650 Corporate Cir

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

TENANTS

Amy's Kitchen	28,521 SF	Amica Insurance	1,500 SF
Amys Kitchen	-		

PROPERTY CONTACTS

Primary Leasing Company	JLL 1000 4th St San Rafael, CA 94901 (707) 421-2900 (p)	True Owner	Lane Partners 644 Menlo Ave Menlo Park, CA 94025 (650) 321-1258 (p)
Recorded Owner	Lane Petaluma Properties LLC	Previous True Owner	Basin Street Properties 200 S Virginia St Reno, NV 89501 (775) 329-4131 (p) (775) 954-2917 (f)
Previous True Owner	PB&J Acquisitions 1600 Corporate Cir Petaluma, CA 94954 (415) 221-9700 (p)	Previous True Owner	Investcorp 280 Park Ave New York, NY 10017 (212) 599-4700 (p) (212) 983-7073 (f)
Previous True Owner	CBRE 135 Main St San Francisco, CA 94105 (415) 356-2000 (p) (415) 543-2917 (f)	Previous True Owner	JLL 200 E Randolph St Chicago, IL 60601 (312) 782-5800 (p) (312) 782-4339 (f)

Property Summary Report

3810 Cypress Dr

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	3 Star Industrial Distribution
Tenancy	Multi
Year Built	1995
RBA	155,500 SF
Stories	2
Typical Floor	77,750 SF
Ceiling Ht	12'-22'
Construction	Reinforced Concrete

LAND

Land Acres	2.34 AC
Parcel	005-090-082

EXPENSES

Taxes	$0.63/SF (2020)

LOADING

Docks	2 ext	Drive Ins	4 tot./10' w x 12' h
Cross Docks	None	Rail Spots	None

POWER & UTILITIES

Power	1,000a/277 - 480v 3p Heavy

FOR LEASE

Smallest Space	14,558 SF	Office Avail	14,558 SF
Max Contiguous	35,800 SF	Industrial Avail	35,800 SF
# of Spaces	2	Total Avail	50,358 SF
Vacant	50,358 SF		
% Leased	67.6%		
Rent	Withheld - CoStar Est. Rent $9 - 11 (Industrial)		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd		Office	Direct	14,558	14,558	14,558	Withheld	Vacant	Negotiable

Cushman & Wakefield

Second floor office space with expansive glass lines, offering views of Schollenberger Park and Petaluma River.

Property Summary Report

3810 Cypress Dr

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

TRANSPORTATION

Parking	80 available (Surface);Ratio of 0.75/1,000 SF
Airport	36 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (42)
Transit Score®	Minimal Transit (23)

TENANTS

MRS Grossmans Paper Co	52,648 SF	Paragon Label	52,648 SF
Torn Ranch	-		

PROPERTY CONTACTS

Primary Leasing Company	Cushman & Wakefield 900 Larkspur Landing Cir Larkspur, CA 94939 (415) 485-0500 (p) (415) 485-1341 (f)
Recorded Owner	Clausen W B & Muriel C 3810 Cypress Dr Petaluma, CA 94954 (510) 655-4144 (p)
True Owner	Clausen W B & Muriel C 3810 Cypress Dr Petaluma, CA 94954 (510) 655-4144 (p)

Property Summary Report

3925 Cypress Dr

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	3 Star Flex R&D
Tenancy	Multi
Year Built	1999
RBA	94,178 SF
Stories	2
Typical Floor	66,769 SF
Ceiling Ht	24'
Construction	Masonry

LAND

Land Acres	2.50 AC
Zoning	M-L,BP

EXPENSES

Taxes	$0.61/SF (2020)

PARCEL

LOADING

Drive Ins	3 tot./10' w x 16' h	Rail Spots	None

POWER & UTILITIES

Power	2,000a/277 - 480v	Heavy

FOR LEASE

Smallest Space	3,917 SF	Office Avail	28,872 SF
Max Contiguous	9,141 SF		
# of Spaces	4		
Vacant	19,731 SF		
% Leased	79.1%		
Rent	$20.00 - 24.00		
Service Type	Full Service Gross		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	C	Office	Direct	7,907	7,907	7,907	$22.00/FS	Vacant	Negotiable

Keegan & Coppin Inc.

This unit currently operates as a dance studio and has spring-loaded floor installations along with many other amenities needed by dance, motion, yoga, and fitness users. It also offers private entrances, front desk, changing rooms, and excellent glasslines.

Property Summary Report

3925 Cypress Dr

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd	F	Office	Direct	9,141	9,141	9,141	$21.00/FS	30 Days	Negotiable

Keegan & Coppin Inc.

This suite is currently occupied, however, can be made available within thirty days of agreement of terms. This space features six private offices and an expansive conference room along the window lines. It offers two open-space bullpens, private restroom core, interior offices and server rooms, a kitchenette and a private balcony. The office suite is accessed directly off of the grand lobby via both the stairway and the elevator.

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd	E	Office	Direct	7,907	7,907	7,907	$20.00/FS	Vacant	Negotiable

Keegan & Coppin Inc.

This unit is located directly off the grand lobby and is accessed by both the grand staircase and the elevator. It is an open floor plan with beautiful glass line mountain views.

SALE

Sold Price	$4,200,000 ($44.60/SF)
Date	May 2011
Sale Type	Owner User
Financing	Down Payment of $2,100,000 (50%) 1st Mortgage: East West Bank

TRANSPORTATION

Parking	202 available (Surface);Ratio of 2.31/1,000 SF
Airport	35 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (32)
Transit Score®	Minimal Transit (23)

TENANTS

Natural Comfort	25,123 SF
Studio C Dance Academy	7,907 SF
Juice Beauty	22,049 SF

PROPERTY CONTACTS

Primary Leasing Company	Keegan & Coppin Inc. 1201-1229 N McDowell Blvd Petaluma, CA 94954 (707) 664-1400 (p) (707) 792-7336 (f)
Recorded Owner	Cypress Bay Llc 390 Bel Marin Keys Blvd Novato, CA 94949
Previous True Owner	Panattoni/Carlsen (Tenco) Joint Venture
True Owner	Natural Comfort 3925 Cypress Dr Petaluma, CA 94954 (415) 382-8229 (p)
Previous True Owner	Berkadia Commercial Mortgage LLC 323 Norristown Rd Ambler, PA 19002 (215) 328-3200 (p)
Previous True Owner	URO Petaluma LLC 15 Napoli Newport Beach, CA 92660

BUILDING NOTES

The property is in close prximity to Highway 101. The property features employee covered patio area on first and second floors, two recessed balconies, landscaped patio and walkway areas, 31' x 54' covered truck delivery and recessed dock area, indirect linear lighting with lighting control panel, cable tray and trapeze infrastructure.

3925 Cypress Drive is one of the newest buildings in the Oakmead Business Park. The property features a contemporary and striking main entrance opening in to a two-story reception area with interior wrap-around balcony and full elevator service. The lobby also features a guest and client unisex restroom and a small conference room or security station. The available offices feature indirect lighting, abundant conference and meeting rooms, open bull

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Property Summary Report

3925 Cypress Dr

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

pen, and private entrances (ground level). The second floor offices have dedicated restrooms in each wing and private balconies overlooking the lush
Sonoma mountainscape. The warehouse offers dedicated restrooms (construction to be finished upon lease execution) and 28-24 foot single slope clear
height. Freight access is via a double-wide recessed and covered dock as well as grade-level loading. There are abundant glass lines on two sides of the
warehouse allowing energy-conscious users to operate in largely natural-lighting conditions.
3925 Cypress Drive is one of the most striking buildings in the Oakmead Business Park. The property features a contemporary, dramatic facade main entrance opening into a two-story reception area with interior wrap-around balcony and full elevator service. The available warehouse area offers 24' clear height and is expandable from 6,698 ± SF to 8,264 ± SF. It also features attached offices in varying size ranges allowing the Tenant to get the right office size for their individual needs. This space comes with one dedicated restroom and is located at the back side of the property. The warehouse is fully conditioned, insulated, and lighted. It is accessed via one grade-level 14' roll-up door.

Oakmead and North Bay Business Parks are located just one mile from a major Highway 101 interchange on Highway 116. Highway 116 provides direct access to Highway 80, Napa, and the East Bay. This is Petaluma's most southerly business district. The park offers meandering paths, a contiguous bird sanctuary, deeded open space, and a dog park all within walking distance. Retail amenities within the business park include Starbucks, Lily Kai's Chinese Food, Mr. Pickles Sandwiches, Mexican food, dry cleaners, Extreme Pizza, etc. Petaluma's Sheraton Hotel is located less than a mile away.

Property Summary Report

109 Kentucky St

Petaluma, CA 94952 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	2 Star Retail Storefront Retail/Office
Tenancy	Single
Year Built	1941
GLA	18,722 SF
Stories	3
Typical Floor	8,036 SF
Docks	None

LAND

Land Acres	0.21 AC
Zoning	MU2
Parcel	006-363-020

EXPENSES

Taxes	$1.69/SF (2020)

AMENITIES

- Air Conditioning
- Signage

FOR LEASE

Smallest Space	3,461 SF	Office/Ret Avail	18,722 SF
Max Contiguous	18,722 SF		
# of Spaces	3		
Vacant	18,722 SF		
% Leased	0%		
Rent	$21.00		
Service Type	Triple Net		
CAM	Withheld		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
E 1st		Off/Ret	Direct	8,036	8,036	18,722	$21.00/NNN	Vacant	Negotiable
The Hawthorne Group									
Newly renovated. Fully sprinklered. Open plan on three floors. Please see attached floor plans. Historic Streamline Modern style.									
E 2nd		Off/Ret	Direct	3,461	3,461	18,722	$21.00/NNN	Vacant	Negotiable
The Hawthorne Group									
Newly renovated. Fully sprinklered. Open plan on three floors. Please see attached floor plans. Historic Streamline Modern style.									
E 3rd		Off/Ret	Direct	7,225	7,225	18,722	$21.00/NNN	Vacant	Negotiable
The Hawthorne Group									
Newly renovated. Fully sprinklered. Open plan on three floors. Please see attached floor plans. Historic Streamline Modern style.									

Property Summary Report

109 Kentucky St

Petaluma, CA 94952 - Petaluma/Cotati/Rohnert Submarket

SALE

Sold Price	$2,720,000 ($145.28/SF)
Date	Mar 2018
Sale Type	Owner User

TRAFFIC & FRONTAGE

Traffic Volume	16,233 on Petaluma Blvd S & C St SE (2018) 23,842 on E Washington St & Weller St SW (2018)
Frontage	83' on Kentucky St

Made with TrafficMetrix® Products

TRANSPORTATION

Airport	32 min drive to Sonoma County Airport
Walk Score®	Walker's Paradise (98)
Transit Score®	Some Transit (38)

PROPERTY CONTACTS

Primary Leasing Company	The Hawthorne Group 577 2nd St San Francisco, CA 94107 (415) 318-2600 (p) (415) 318-2610 (f)
Recorded Owner	Bnn Llc

True Owner	Kennedy Chan 945 Cheryl Ann Cir Hayward, CA 94544 (510) 785-1821 (p)
Previous True Owner	Thomas Mark A Tr & Thomas Tere 3 Treehaven Dr Petaluma, CA 94952 (707) 769-2762 (p)

BUILDING NOTES

109 KENTUCKY STREET is a landmark mixed-use building primely located in downtown Petaluma. The building consists of three (3) floors, with stair and
elevator access. It has previously been occupied as a department store and most recently as a furniture store. It is located adjacent to a large public parking
garage, and offers tremendous access to all of the amenties offered by a downtown setting.

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Property Summary Report

601 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	2 Star Industrial Warehouse
Tenancy	Single
Year Built	1976
RBA	11,692 SF
Stories	1
Typical Floor	11,692 SF
Ceiling Ht	10'
Construction	Reinforced Concrete

LAND

Land Acres	0.77 AC
Zoning	CE
Parcel	007-501-012

EXPENSES

Taxes	$1.65/SF (2020)

LOADING

Docks	1 ext	Drive Ins	4 tot./10' w x 10' h
Cross Docks	None	Rail Spots	None

FOR LEASE

Smallest Space	11,692 SF	Flex Avail	11,692 SF
Max Contiguous	11,692 SF		
# of Spaces	1		
Vacant	0 SF		
% Leased	100.0%		
Rent	$15.00		
Service Type	Triple Net		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st		Flex	Direct	11,692	11,692	11,692	$15.00/NNN	30 Days	Negotiable

Cushman & Wakefield

Ideal single tenant office building/ warehouse / distribution potentially host two businesses with separate entrances. This building consists of 12 offices, 2 conferences rooms, and 4 restrooms. The interior was renovated in 2012 and includes 3 new heating and cooling systems.

Property Summary Report

601 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

SALE

For Sale	$2,500,000 ($213.82/SF)
Sale Type	Owner User
Status	Active
Last Sale	
Sold Price	$1,325,000 ($113.33/SF)
Date	Oct 2003
Sale Type	Owner User
Financing	Down Payment of $58,298 (6.6%) 1st Mortgage: Wells Fargo Bank

TRANSPORTATION

Parking	29 available (Surface);Ratio of 2.51/1,000 SF
Airport	31 min drive to Sonoma County Airport
Walk Score®	Somewhat Walkable (60)
Transit Score®	Some Transit (31)

TENANTS

Cardno	11,692 SF

PROPERTY CONTACTS

Primary Leasing Company	Cushman & Wakefield 900 Larkspur Landing Cir Larkspur, CA 94939 (415) 485-0500 (p) (415) 485-1341 (f)
True Owner	Joseph O'Connell 28106 San Lucas Mission Viejo, CA 92692 (714) 458-1313 (p)
Recorded Owner	Rokz Llc 28106 San Lucas Mission Viejo, CA 92692

Sales Company	Cushman & Wakefield 900 Larkspur Landing Cir Larkspur, CA 94939 (415) 485-0500 (p) (415) 485-1341 (f)
Recorded Owner	Steve M Zigan Living Trust

BUILDING NOTES

Property Description: Multi-Tenant Industrial Building

Property Use Description: Multi-Tenant Industrial Building

Property Summary Report

1400 N McDowell Blvd - Sequoia Business Park

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	3 Star Office
Tenancy	Multi
Year Built	1994
RBA	72,000 SF
Stories	3
Typical Floor	24,000 SF
Construction	Reinforced Concrete

LAND

Land Acres	4.31 AC
Zoning	CITYPE
Parcel	047-360-029

EXPENSES

Taxes	$0.78/SF (2020)

FOR LEASE

Smallest Space	9,840 SF
Max Contiguous	9,840 SF
# of Spaces	1
Vacant	0 SF
% Leased	100.0%
Rent	$22.20
Service Type	Full Service Gross

Office Avail	9,840 SF

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st		Office	Sublet	9,840	9,840	9,840	$22.20/FS	30 Days	Thru Apr 2022

Meridian Commercial, Colliers International

Approximately 9,840 rentable square feet of creative open ceiling office space located on the 2nd floor of the building. Access to common kitchen space and restrooms, plus exterior decks with views of the projects water feature. Abundant glass line, exposed duct work, plug and play furniture and bright open space define this “below market rent” space opportunity.

Property Summary Report

1400 N McDowell Blvd - Sequoia Business Park

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

SALE

Sold Price	$4,167,959 ($57.89/SF) - Part of Portfolio
Date	Jun 2011
Sale Type	Investment
Properties	3
Financing	1st Mortgage Bal/Pmt: $22,437,000/-

TRANSPORTATION

Parking	80 available (Surface);Ratio of 3.60/1,000 SF
Airport	28 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (34)
Transit Score®	Some Transit (28)

TENANTS

Enphase Energy, Inc	48,002 SF
Soligent Distribution	13,450 SF
One Legal LLC	24,000 SF

PROPERTY CONTACTS

Primary Leasing Company	JLL 1000 4th St San Rafael, CA 94901 (707) 421-2900 (p)
Recorded Owner	5341 Willow Brook Owners Assn 119 C St Petaluma, CA 94952
Recorded Owner	1420 North Mcdowell LLC 50 W Liberty St Reno, NV 89501
Previous True Owner	CW Capital 900 19th St NW Washington, DC 20006 (202) 715-9500 (p) (202) 787-5049 (f)
Previous True Owner	EQ Office 233 S Wacker Dr Chicago, IL 60606 (312) 466-3300 (p) (312) 454-0332 (f)
True Owner	Basin Street Properties 300 E 2nd St Reno, NV 89501 (775) 954-2900 (p)
Recorded Owner	Sequoia Center Llc 119 C St Petaluma, CA 94952
Previous True Owner	Basin Street Properties 200 S Virginia St Reno, NV 89501 (775) 329-4131 (p) (775) 954-2917 (f)
Previous True Owner	Wells Fargo & Company 420 Montgomery St San Francisco, CA 94104 (415) 396-2619 (p) (415) 392-3877 (f)
Previous True Owner	The Blackstone Group Inc. 345 Park Ave New York, NY 10154 (212) 583-5000 (p) (212) 583-5749 (f)

Property Summary Report

1435 N McDowell Blvd - 1435 N McDowell

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	4 Star Office
Tenancy	Multi
Year Built	2000
Year Renov	2005
RBA	67,340 SF
Stories	3
Typical Floor	22,446 SF
Construction	Steel

LAND

Land Acres	3.88 AC
Zoning	Commercial
Parcel	047-550-015

EXPENSES

Taxes	$0.58/SF (2020)

FOR LEASE

Smallest Space	2,415 SF
Max Contiguous	10,587 SF
# of Spaces	4
Vacant	25,050 SF
% Leased	78.5%
Rent	$14.28 - 23.40
Service Type	Full Service Gross

Office Avail	17,720 SF
Retail Avail	7,330 SF
Total Avail	25,050 SF

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	100	Retail	Direct	7,330	7,330	9,745	Withheld	Vacant	Negotiable

Cornerstone Properties

Three-story, 66,000 SF, Class-A o?ce building in Redwood Business Park.
Less than 1 mile from intersection of HWY 101 and Petaluma Blvd North.
Updated shared lounge on 3rd ?oor. Bocce courts and updated outdoor seating planned.

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 3rd	300	Office	Sublet	10,587	10,587	10,587	$14.28/FS	Vacant	Thru Feb 2023

JLL

Recently renovated space. Open Floor Plan with three (3) private offices, two (2) conference rooms and storage room. Extensive window line.

Property Summary Report

1435 N McDowell Blvd - 1435 N McDowell

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 3rd	310	Office	Direct	2,415	2,415	9,745	$23.40/FS	Vacant	Negotiable

Cornerstone Properties

Premium office space available on the 3rd Floor. Great window line.

SALE

Sold Price	$2,883,373 ($42.82/SF) - Part of Portfolio
Date	Dec 2009
Sale Type	Investment
Properties	5

TRANSPORTATION

Parking	247 available (Surface);Ratio of 3.67/1,000 SF
Airport	28 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (32)
Transit Score®	Some Transit (28)

TENANTS

Calix, Inc.	22,447 SF
Ski California	1,000 SF

PROPERTY CONTACTS

Primary Leasing Company	Cornerstone Properties 1435 N McDowell Blvd Petaluma, CA 94954 (707) 526-4799 (p) (650) 574-0610 (f)
Recorded Owner	SA Structure LLC 1720 S Amphlett Blvd San Mateo, CA 94402
Property Manager	Cornerstone Properties 1435 N McDowell Blvd Petaluma, CA 94954 (707) 526-4799 (p) (650) 574-0610 (f)
True Owner	Cornerstone Properties 1435 N McDowell Blvd Petaluma, CA 94954 (707) 526-4799 (p) (650) 574-0610 (f)
Previous True Owner	Cisco Systems, Inc. 170 W Tasman Dr San Jose, CA 95134 (408) 526-4000 (p)

BUILDING NOTES

Situated adjacent to Highway 101 in the Redwood Business Park, the building offers outstanding access to the whole Bay Area, with San Francisco less than a 35 minute drive away. The building is located nearby numerous restaurants, shops, a new fitness club, public transportation, and enjoys HWY 101 access.

Property Summary Report

1455 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	2 Star Flex R&D
Tenancy	Multi
Year Built	1993
RBA	35,000 SF
Stories	1
Typical Floor	35,000 SF
Construction	Masonry

LAND

Land Acres	2.88 AC
Zoning	CITYPE
Parcel	047-550-005

EXPENSES

Taxes	$1.01/SF (2020)

LOADING

Docks	1 ext	Drive Ins	2 tot./10' w x 12' h
Rail Spots	None		

FOR LEASE

Smallest Space	4,252 SF	Office Avail	10,668 SF
Max Contiguous	10,668 SF	Flex Avail	4,252 SF
# of Spaces	2	Total Avail	14,920 SF
Vacant	14,920 SF		
% Leased	57.4%		
Rent	Withheld - CoStar Est.		
CAM	Withheld		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	A,C	Office	Direct	8,376 - 10,668	10,668	10,668	Withheld	Vacant	Negotiable

JLL

Available single units : Suite C - 8,376SF.
Unit combinations available :
10,668 - Units A and C combined.

Property Summary Report

1455 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

SALE

Sold Price	$2,656,102 ($75.89/SF) - Part of Portfolio
Date	Jul 2010
Sale Type	Investment
Cap Rate	8.00%
Properties	2
Financing	Down Payment of $5,565,070 (35.3%) 1st Mortgage: Wells Fargo Bank

TRANSPORTATION

Parking	125 available (Surface);Ratio of 4.00/1,000 SF
Airport	29 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (30)
Transit Score®	Some Transit (28)

TENANTS

Treatibles	-

PROPERTY CONTACTS

Primary Leasing Company	JLL 1331 N California Blvd Walnut Creek, CA 94596 (925) 944-2140 (p) (925) 944-2170 (f)
True Owner	Executive Direction 847 Sansome St San Francisco, CA 94111 (415) 394-5500 (p)
Previous True Owner	Rona Real Estate 847 Sansome St San Francisco, CA 94111 (415) 817-9977 (p)
Previous True Owner	Savoy Corporation 170 Columbus Ave San Francisco, CA 94133 (415) 353-0240 (p)

Primary Leasing Company	JLL 1000 4th St San Rafael, CA 94901 (707) 421-2900 (p)
Recorded Owner	Executive Direction 847 Sansome St San Francisco, CA 94111 (415) 394-5500 (p)
Previous True Owner	Executive Direction 847 Sansome St San Francisco, CA 94111 (415) 394-5500 (p) (415) 394-6888 (f)

BUILDING NOTES

Redwood Business Park is a 1,100,000 SF master-planned professional business park located in the northeast corner of Petaluma in Southern Sonoma County, directly off of Highway 101. The high-identity Park has served as home to both professional service firms as well as a number of major telecommunication and technology firms. Major park tenants include Sonoma Technologies, Tellabs, LowPro, First California Mortgage, Dow Pharmaceutical, Clover, CrossCheck and Broadcom.

A high quality, one story flex/office space, set up for general office/R&D/light manufacturing users. Located in the Redwood Business Park, the space represents an excellent opportunity for a wide spectrum of office and flex R&D space.

Property Summary Report

1465 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	4 Star Flex R&D
Tenancy	Multi
Year Built	1999
RBA	140,448 SF
Stories	2
Typical Floor	70,224 SF
Construction	Masonry

LAND

Land Acres	8.40 AC
Zoning	PDC, Petaluma
Parcel	047-550-022

EXPENSES

Opex	$1.59/SF (2007)
Taxes	$0.94/SF (2020)

LOADING

Docks	None	Drive Ins	3 tot./10' w x 10' h
Rail Spots	None		

POWER & UTILITIES

Utilities	Heating

FOR LEASE

Smallest Space	10,000 SF	Flex Avail	56,558 SF
Max Contiguous	56,558 SF		
# of Spaces	1		
Vacant	56,558 SF		
% Leased	59.7%		
Rent	$23.40		
Service Type	Full Service Gross		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term

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Property Summary Report

1465 N McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st		Flex	Direct	10,000 - 56,558	56,558	56,558	$23.40/FS	Vacant	Negotiable

Cushman & Wakefield

Available Space: 10,000 SF to ±56,228 SF
• ±16,186 SF Fully furnished office space avail.
• Office, R&D and Warehouse space
• Rent: $1.95 PSF Full Service above standard
• Abundant on-site parking
• Heavy HVAC and power
• 3 grade level roll-up doors
• Extensive exterior window-line with great natural light within the space
• 100% office leases available

SALE

Sold Price	$10,250,000 ($72.98/SF)
Date	Dec 2016
Sale Type	Investment
Cap Rate	5.25%
Financing	Down Payment of $4,070,456 (39.71%) 1st Mortgage: City National Bank (Conventional)

TRANSPORTATION

Parking	506 available (Surface);Ratio of 3.60/1,000 SF
Airport	29 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (30)
Transit Score®	Some Transit (28)

TENANTS

Allianz Of America Inc	84,243 SF	Broadcom Corp	14,628 SF
Fireman's Fund Insurance Company	500 SF	Digilock	-

PROPERTY CONTACTS

Primary Leasing Company	Cushman & Wakefield 900 Larkspur Landing Cir Larkspur, CA 94939 (415) 485-0500 (p) (415) 485-1341 (f)
Recorded Owner	NSA Investments, LLC 9 Willowbrook Ct Petaluma, CA 94954
Property Manager	Colony NorthStar, Inc. 4 Park Plz Irvine, CA 92614 (310) 552-7137 (p)
True Owner	Digilock By Security People Inc 1 Willowbrook Ct Petaluma, CA 94954 (707) 766-6000 (p)
Previous True Owner	DigitalBridge 2 International Pl Boston, MA 02110 (617) 235-6300 (p) (617) 235-6399 (f)

BUILDING NOTES

Located an hour north of San Francisco, Redwood Business Park is a 1,100,000 SF professional business park home to tenants such as Dell, Cross Check, Dow Pharmaceuticals, Smart Train and EnPhase. Located directly off Highway 101 in Northeast Petaluma.

Property Summary Report

351-389 S Mcdowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	4 Star Retail Freestanding (Community Center)
Tenancy	Multi
Year Built	1971
Year Renov	1996
GLA	87,954 SF
Stories	1
Typical Floor	87,954 SF

LAND

Land Acres	20.00 AC

EXPENSES

Opex	$4.20/SF (2012)
Taxes	$3.64/SF (2020)

PARCEL

TENANTS

Planet Fitness	18,000 SF
Pet Food Express	7,960 SF
Washington Square Veterinary Clinic	3,500 SF
Gamestop	2,500 SF
Noah's New York Bagels	2,025 SF
Expedia CruiseShipCenter	1,500 SF
London Pride Dry Cleaners	1,300 SF
Party City	12,500 SF
Amy's Hallmark Shop	6,526 SF
Xfinity Stores	3,000 SF
Peet's Coffee & Tea	2,250 SF
Supercuts	2,000 SF
Gold Rush Jewelers	1,500 SF

AMENITIES

- Air Conditioning
- Dedicated Turn Lane
- Pylon Sign
- Signage

FOR LEASE

Smallest Space	900 SF
Max Contiguous	19,849 SF
# of Spaces	3
Vacant	34,415 SF
% Leased	60.9%
Rent	Withheld - CoStar Est.
Retail Avail	34,415 SF

Property Summary Report

351-389 S Mcdowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	17	Retail	Direct	13,666	13,666	13,666	Withheld	Vacant	Negotiable
The Edwards Company									

TRAFFIC & FRONTAGE

Traffic Volume	28,298 on E Washington St & Redwood Hwy SW (2018) 111,261 on Redwood Highway & - (2020)
Frontage	E Washington St (with 2 curb cuts) S McDowell Blvd (with 2 curb cuts)

Made with TrafficMetrix® Products

TRANSPORTATION

Parking	1102 available (Surface);Ratio of 5.69/1,000 SF
Airport	31 min drive to Sonoma County Airport
Walk Score®	Very Walkable (79)
Transit Score®	Some Transit (36)

PROPERTY CONTACTS

Primary Leasing Company	The Edwards Company 301 University Ave Sacramento, CA 95825 (916) 277-8120 (p)
Developer	Fulcrum - Governor's Corner 1600 H St Sacramento, CA 95814 (916) 383-3333 (p)
Property Manager	Johnston Real Estate Services 931 Hartz Way Danville, CA 94526 (707) 254-7533 (p)
True Owner	Fulcrum Capital Corporation 1530 J St Sacramento, CA 95814 (916) 383-3333 (p)
Architect	Ainsworth, McClellan

Property Summary Report

1800 S McDowell Blvd - Bldg A

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	3 Star Office
Tenancy	Multi
Year Built	2007
RBA	73,402 SF
Stories	2
Typical Floor	36,701 SF
Construction	Reinforced Concrete

LAND

Land Acres	8.39 AC
Parcel	005-290-011

EXPENSES

Taxes	$3.75/SF (2020)

AMENITIES

- Pond

FOR LEASE

Smallest Space	7,202 SF	Office Avail	28,890 SF
Max Contiguous	28,890 SF		
# of Spaces	3		
Vacant	28,890 SF		
% Leased	60.6%		
Rent	$28.80		
Service Type	Full Service Gross		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd	230	Office	Direct	7,202	28,890	28,890	$28.80/FS	Vacant	Negotiable
Cushman & Wakefield									
P 2nd	220	Office	Direct	8,165	28,890	28,890	$28.80/FS	Vacant	Negotiable
Cushman & Wakefield									

Property Summary Report

1800 S McDowell Blvd - Bldg A

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd	210	Office	Direct	13,523	28,890	28,890	$28.80/FS	Vacant	Negotiable

Cushman & Wakefield

- Class A office space
- Finished ceiling height ranging from 10' to 18'
- Expansive glass lines offering abundant natural light and quality views of the adjacent Shollenberger Park and surrounding hills
- 3.6/1,000 parking ratio
- Near Starbucks, restaurants and other food and beverage amenities
- Prompt decision-making and uncomplicated negotiations by local, reputable owner
-Showers and lockers

SALE

Sold Price	$11,175,336 ($152.25/SF) - Part of Portfolio
Date	Feb 2015
Sale Type	Investment
Cap Rate	7.20%
Properties	11

TRANSPORTATION

Parking	262 available (Surface);Ratio of 3.60/1,000 SF
Airport	34 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (45)
Transit Score®	Some Transit (26)

TENANTS

Kaiser Permanente	19,046 SF
Nortek Security & Control LLC	7,811 SF
Clover Sonoma	17,554 SF

PROPERTY CONTACTS

Primary Leasing Company

Cushman & Wakefield
900 Larkspur Landing Cir
Larkspur, CA 94939
(415) 485-0500 (p)
(415) 485-1341 (f)

Recorded Owner

SSCOP DE, LLC
1383 N McDowell Blvd
Petaluma, CA 94954
(707) 795-4477 (p)

Previous True Owner

PB&J Acquisitions
1600 Corporate Cir
Petaluma, CA 94954
(415) 221-9700 (p)

True Owner

Basin Street Properties
300 E 2nd St
Reno, NV 89501
(775) 954-2900 (p)

Previous True Owner

Investcorp
280 Park Ave
New York, NY 10017
(212) 599-4700 (p)
(212) 983-7073 (f)

Developer

CBRE
135 Main St
San Francisco, CA 94105
(415) 356-2000 (p)
(415) 543-2917 (f)

BUILDING NOTES

Situated on a flat 8.4 acre site with unobstructed, exceptional views overlooking the Petaluma River, the Shollenberger Park wetlands and southern Sonoma County hillsides, the RNM South McDowell has been designed to take full advantage of its spectacular natural setting.

Designed as the ideal North Bay headquarters location, the RNM South McDowell features two steel-framed two-story buildings, totaling 144,416 square feet of rentable space (72,208 sq. ft. each building). A covered connector between buildings is just one of many RNM South McDowell

Property Summary Report

1800 S McDowell Blvd - Bldg A

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

amenities, accommodating professional companies in a state-of-the-art office campus environment. Classic architectural details and extensive use of reflective green glass provides abundant natural light for employees' work environment.

Amenities include: Central gathering area, picnin area, access to Schollenberger Park wetlands, employee lockers and showers, and large recreational playing fields.

Property Summary Report

2180 S McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	3 Star Industrial Warehouse
Tenancy	Multi
Year Built	1996
RBA	75,773 SF
Stories	1
Typical Floor	75,773 SF
Ceiling Ht	16'-18'
Construction	Masonry

LAND

Land Acres	2.37 AC
Parcel	005-090-086

EXPENSES

Opex	$0.62/SF (2012)
Taxes	$1.71/SF (2020)

LOADING

Docks	2 ext	Drive Ins	5 tot./12' w x 12' h
Cross Docks	None	Rail Spots	None

FOR LEASE

Smallest Space	10,368 SF	Industrial Avail	10,368 SF
Max Contiguous	10,368 SF		
# of Spaces	1		
Vacant	10,368 SF		
% Leased	86.3%		
Rent	$15.00		
Service Type	Triple Net		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	2180-B	Industrial	Direct	10,368	10,368	10,368	$15.00/NNN	Vacant	Negotiable

Cushman & Wakefield

Space features 16'-18' ceilings, two grade level loading doors and some office space.

Property Summary Report

2180 S McDowell Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

SALE

Sold Price	$6,621,709 ($87.39/SF) - Part of Portfolio
Date	May 2015
Sale Type	Investment
Properties	2
Financing	1st Mortgage: Sun Life Assurance Company of Canada Bal/Pmt: $6,850,000/-

TRANSPORTATION

Parking	40 available (Surface);Ratio of 2.39/1,000 SF
Airport	35 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (48)
Transit Score®	Minimal Transit (24)

TENANTS

Big Accessories Inc	50,010 SF
Houghton Mifflin Harcourt	25,763 SF

PROPERTY CONTACTS

Primary Leasing Company	Cushman & Wakefield 900 Larkspur Landing Cir Larkspur, CA 94939 (415) 485-0500 (p) (415) 485-1341 (f)
Recorded Owner	MKD McDowell, LLC 1710 Soscol Ave Napa, CA 94559 (415) 461-3332 (p)
Previous True Owner	LBA Realty 221 15th St Del Mar, CA 92014 (858) 625-2700 (p) (858) 597-0242 (f)
True Owner	MKD Investments, LP 1700 Soscol Ave Napa, CA 94559 (415) 461-3332 (p)
Previous True Owner	LBA Realty 3347 Michelson Dr Irvine, CA 92612 (949) 833-0400 (p) (949) 955-9325 (f)
Property Manager	LBA Realty One Embarcadero Ctr San Francisco, CA 94111 (415) 981-7000 (p) (925) 283-5697 (f)

BUILDING NOTES

Property Description: Multi-Tenant Industrial Building

Property Use Description: Multi-Tenant Industrial Building

Property Summary Report

2000-2100 S McDowell Boulevard Ext - Bldg B

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	3 Star Office
Tenancy	Multi
Year Built	Jan 2007
RBA	76,333 SF
Stories	2
Typical Floor	76,333 SF
Construction	Reinforced Concrete

LAND

Land Acres	4.20 AC
Parcel	005-290-011

EXPENSES

Taxes	$3.61/SF (2020)

AMENITIES

- Pond

FOR LEASE

Smallest Space	4,075 SF	Office Avail	43,603 SF
Max Contiguous	39,528 SF		
# of Spaces	2		
Vacant	0 SF		
% Leased	100.0%		
Rent	$28.80		
Service Type	Full Service Gross		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st		Office	Direct	10,000 - 39,528	39,528	39,528	$28.80/FS	90 Days	Negotiable
Cushman & Wakefield									

SALE

Sold Price	$11,091,457 ($145.30/SF) - Part of Portfolio
Date	Feb 2015
Sale Type	Investment
Cap Rate	7.20%
Properties	11

TRANSPORTATION

Parking	180 available (Surface);Ratio of 3.60/1,000 SF
Walk Score®	Car-Dependent (47)
Transit Score®	Minimal Transit (24)

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Property Summary Report

2000-2100 S McDowell Boulevard Ext - Bldg B

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

TENANTS

Ygrene	43,603 SF	Vista Outdoor	32,730 SF

PROPERTY CONTACTS

Primary Leasing Company
Cushman & Wakefield
900 Larkspur Landing Cir
Larkspur, CA 94939
(415) 485-0500 (p)
(415) 485-1341 (f)

Recorded Owner
SSCOP DE, LLC
1383 N McDowell Blvd
Petaluma, CA 94954
(707) 795-4477 (p)

Previous True Owner
Investcorp
280 Park Ave
New York, NY 10017
(212) 599-4700 (p)
(212) 983-7073 (f)

Developer
CBRE
135 Main St
San Francisco, CA 94105
(415) 356-2000 (p)
(415) 543-2917 (f)

True Owner
Basin Street Properties
300 E 2nd St
Reno, NV 89501
(775) 954-2900 (p)

Previous True Owner
PB&J Acquisitions
1600 Corporate Cir
Petaluma, CA 94954
(415) 221-9700 (p)

Previous True Owner
CBRE
135 Main St
San Francisco, CA 94105
(415) 356-2000 (p)
(415) 543-2917 (f)

BUILDING NOTES

Situated on a flat 8.4 acre site with unobstructed, exceptional views overlooking the Petaluma River, the Shollenberger Park wetlands and southern Sonoma County hillsides, the RNM South McDowell has been designed to take full advantage of its spectacular natural setting.

Designed as the ideal North Bay headquarters location, the RNM South McDowell features two steel-framed two-story buildings, totaling 144,416 square feet of rentable space (72,208 sq. ft. each building). A covered connector between buildings is just one of many RNM South McDowell amenities, accommodating professional companies in a state-of-the-art office campus environment. Classic architectural details and extensive use of reflective green glass provides abundant natural light for employees' work environment.

Amenities include: Central gathering area, picnin area, access to Schollenberger Park wetlands, employee lockers and showers, and large recreational playing fields.

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Property Summary Report

5401 Old Redwood Hwy

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	4 Star Office
Tenancy	Multi
Year Built	2000
RBA	58,440 SF
Stories	2
Typical Floor	28,000 SF
Construction	Reinforced Concrete

LAND

Land Acres	3.10 AC
Zoning	PCD
Parcel	047-550-023

EXPENSES

Taxes	$0.72/SF (2020)

FOR LEASE

Smallest Space	2,857 SF
Max Contiguous	10,870 SF
# of Spaces	1
Vacant	10,870 SF
% Leased	81.4%
Rent	$24.00
Service Type	Full Service Gross
Office Avail	10,870 SF

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd	250	Office	Direct	2,857 - 10,870	10,870	10,870	$24.00/FS	Vacant	Negotiable

Newmark Knight Frank

- Second Floor, ±10,870 RSF, Divisible to ±2,857 RSF
– $2.00/RSF, Full Service
– 11 Offices and Open Workspace
– 1 Large & 1 Medium Conference Room
– Copy/Storage Room
– Optional cubicle furniture can be included
– Glass lined with natural light

Property Summary Report

5401 Old Redwood Hwy

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

SALE

Sold Price	$3,201,529 ($54.78/SF) - Part of Portfolio
Date	May 2011
Sale Type	Investment
Properties	2

TRANSPORTATION

Parking	195 available (Surface);Ratio of 3.48/1,000 SF
Airport	28 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (30)
Transit Score®	Some Transit (27)

TENANTS

Sonoma Marin Area Rail Transit	29,220 SF
John Schloetter & Co LLP	3,558 SF
Kavaliro	2,011 SF
United States Department of Agriculture	5,635 SF
Interwest Insurance Service	3,000 SF

PROPERTY CONTACTS

Primary Leasing Company	Newmark Knight Frank 1101 Fifth Ave San Rafael, CA 94901 (415) 526-7676 (p) (415) 526-7679 (f)
Recorded Owner	Cornerstone Properties SA, LLC 5401 Old Redwood Hwy Petaluma, CA 94954 (707) 526-4799 (p) (650) 574-0610 (f)
Property Manager	Cornerstone Properties 1435 N McDowell Blvd Petaluma, CA 94954 (707) 526-4799 (p) (650) 574-0610 (f)
True Owner	Cornerstone Properties 1435 N McDowell Blvd Petaluma, CA 94954 (707) 526-4799 (p) (650) 574-0610 (f)
Previous True Owner	The Blackstone Group Inc. 345 Park Ave New York, NY 10154 (212) 583-5000 (p) (212) 583-5749 (f)

Property Summary Report

1341-1353 Redwood Way - The Redwoods

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	2 Star Flex
Tenancy	Multi
Year Built	1988
RBA	57,174 SF
Stories	1
Typical Floor	57,174 SF
Construction	Masonry

LAND

Land Acres	2.90 AC
Zoning	CITYPE

EXPENSES

Taxes	$1.73/SF (2020)

PARCEL

LOADING

Docks	Yes	Drive Ins	None
Rail Spots	None		

FOR LEASE

Smallest Space	11,271 SF
Max Contiguous	19,813 SF
# of Spaces	2
Vacant	19,813 SF
% Leased	65.4%
Rent	$18.00
Service Type	Modified Gross
Industrial Avail	31,084 SF

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st	1353 A	Industrial	Direct	11,271	11,271	11,271	$18.00/MG	60 Days	1 - 5 Years

Professional Financial Investors Inc.

A large combined warehouse and office space with a loading dock and 12' height roll-up door. The main entrance includes a separate reception area. Eight private offices with three large overflow areas, private restrooms, kitchen, and locker room with three showers.

Property Summary Report

1341-1353 Redwood Way - The Redwoods

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

SALE

Sold Price	$8,250,000 ($144.30/SF)
Date	Jul 2016
Sale Type	Investment
Financing	Down Payment of $3,300,000 (40%) 1st Mortgage

TRANSPORTATION

Parking	191 available (Surface);Ratio of 3.30/1,000 SF
Airport	28 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (36)
Transit Score®	Some Transit (28)

TENANTS

Twit	17,117 SF	National Holistic Institute	4,939 SF
Nationwide Insurance	250 SF	ABM Industries	-
American AG Credit	-	Frothinger Enterprises	-
Pacific Coast Sales & Svc	-	Trane	-

PROPERTY CONTACTS

Primary Leasing Company	Professional Financial Investors Inc. 350 Ignacio Blvd Novato, CA 94949 (415) 883-2736 (p)
Recorded Owner	Professional Investors 30 Llc 350 Ignacio Blvd Novato, CA 94949
Previous True Owner	MKD Redwood LLC 505 Sansome St San Francisco, CA 94111 (415) 461-3332 (p)
Previous True Owner	Savoy Corporation 170 Columbus Ave San Francisco, CA 94133 (415) 353-0240 (p)
Previous True Owner	Savoy Corp. 2720 Taylor St San Francisco, CA 94133
True Owner	Professional Financial Investors Inc. 350 Ignacio Blvd Novato, CA 94949 (415) 883-2736 (p)
Previous True Owner	MKD Investments, LP 1700 Soscol Ave Napa, CA 94559 (415) 461-3332 (p)
Previous True Owner	PB&J Acquisitions 1600 Corporate Cir Petaluma, CA 94954 (415) 221-9700 (p)
Previous True Owner	Savoy Corporation 2720 Taylor St San Francisco, CA 94133 (415) 353-0240 (p) (415) 248-3901 (f)
Property Manager	Professional Financial Investors Inc. 350 Ignacio Blvd Novato, CA 94949 (415) 883-2736 (p)

BUILDING NOTES

Located in Redwood Business Park in North Petaluma
High quality office build-out
Includes over 100 Plug ‘n’ Play cubicles (valued at over $500,000!)
Walking distance to retail amenities
Easy freeway access

Property Summary Report

715 Southpoint Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	3 Star Industrial Warehouse
Tenancy	Multi
Year Built	1988
RBA	85,534 SF
Stories	2
Typical Floor	42,767 SF
Ceiling Ht	24'

LAND

Land Acres	5.90 AC
Zoning	PUD

EXPENSES

Opex	$2.65/SF (2009)
Taxes	$1.28/SF (2020)

PARCEL

LOADING

Docks	None	Drive Ins	None
Rail Spots	None		

FOR LEASE

Smallest Space	4,000 SF	Office Avail	10,715 SF
Max Contiguous	19,222 SF	Industrial Avail	19,222 SF
# of Spaces	2	Total Avail	29,937 SF
Vacant	29,937 SF		
% Leased	65.0%		
Rent	$14.40		
Service Type	Triple Net		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st		Industrial	Direct	4,000 - 19,222	19,222	19,222	$14.40/NNN	Vacant	Negotiable

Cushman & Wakefield

- Dock high loading
- 24’ minimum clear height
- Divisible
- Yard and extra parking potentially available
- 3 grade level roll-up doors

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Property Summary Report

715 Southpoint Blvd

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 2nd		Office	Direct	10,715	10,715	10,715	$14.40/NNN	Vacant	Negotiable
Cushman & Wakefield									

SALE

Sold Price	$7,532,654 ($88.07/SF) - Part of Portfolio
Date	May 2014
Sale Type	Investment
Cap Rate	5.73%
Properties	2
Financing	Down Payment of $5,215,000 (59.6%) 1st Mortgage: Minnesota Life Insurance Co.

TRANSPORTATION

Parking	75 available (Surface);Ratio of 0.87/1,000 SF
Airport	32 min drive to Sonoma County Airport
Walk Score®	Car-Dependent (33)
Transit Score®	Some Transit (31)

TENANTS

Zoe's Meats Inc.	13,996 SF	Fresenius Medical Care	6,300 SF
Concentric	5,767 SF	Institute For Health Management	5,000 SF
California Department of Motor Vehicles	2,079 SF	Davis Properties Company LLC	1,500 SF
715 South Point LLC	-	Petaluma Dept Of Motor Vehicles	-

PROPERTY CONTACTS

Primary Leasing Company	Cushman & Wakefield 900 Larkspur Landing Cir Larkspur, CA 94939 (415) 485-0500 (p) (415) 485-1341 (f)
Recorded Owner	715 Southpoint , LLC 5000 Geary Blvd San Francisco, CA 94118
True Owner	PB&J Acquisitions 1600 Corporate Cir Petaluma, CA 94954 (415) 221-9700 (p)
Previous True Owner	Stephens Family 1996 Trust 715 Southpoint Blvd Petaluma, CA 94954 (707) 763-6819 (p)

BUILDING NOTES

The property borders Highway 101, which links the North Bay to San Francisco and also intersects I-580, connecting to the East Bay. The subject property is just blocks from on/off ramps for Highway 101. The property is also extremely close to North McDowell Boulevard, which serves Petaluma as a major 4 lane corridor, lined with offices, warehouses, as well as several retail centers.

Property Summary Report

715 Southpoint Blvd - 2

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

BUILDING

Type	2 Star Industrial Warehouse
Tenancy	Multi
Year Built	1989
RBA	8,000 SF
Stories	1
Typical Floor	8,000 SF
Construction	Masonry

LAND

Land Acres	5.90 AC
Zoning	PUD
Parcel	007-391-011

EXPENSES

Taxes	$13.53/SF (2020)

LOADING

Docks	2 ext	Drive Ins	4 tot./10' w x 16' h
Cross Docks	None	Rail Spots	None

FOR LEASE

Smallest Space	8,000 SF	Industrial Avail	8,000 SF
Max Contiguous	8,000 SF		
# of Spaces	1		
Vacant	8,000 SF		
% Leased	0%		
Rent	$13.80		
Service Type	Triple Net		

AVAILABLE SPACES

Floor	Suite	Use	Type	SF Available	Flr Contig	Bldg Contig	Rent	Occupancy	Term
P 1st		Industrial	Direct	8,000	8,000	8,000	$13.80/NNN	Vacant	Negotiable

Cushman & Wakefield

±8,000 Sq. Ft. ± 1 acre secure fenced yard

Property Summary Report

715 Southpoint Blvd - 2

Petaluma, CA 94954 - Petaluma/Cotati/Rohnert Submarket

SALE

Sold Price	$1,217,346 ($152.17/SF) - Part of Portfolio
Date	May 2014
Sale Type	Investment
Cap Rate	5.73%
Properties	2
Financing	Down Payment of $5,215,000 (59.6%) 1st Mortgage: Minnesota Life Insurance Co.

TRANSPORTATION

Parking	60 available (Surface);Ratio of 7.50/1,000 SF
Airport	28 min drive to Sonoma County Airport
Walk Score®	Somewhat Walkable (52)
Transit Score®	Some Transit (31)

PROPERTY CONTACTS

Primary Leasing Company	Cushman & Wakefield 900 Larkspur Landing Cir Larkspur, CA 94939 (415) 485-0500 (p) (415) 485-1341 (f)
Recorded Owner	715 Southpoint Llc 5000 Geary Blvd San Francisco, CA 94118
True Owner	PB&J Acquisitions 1600 Corporate Cir Petaluma, CA 94954 (415) 221-9700 (p)
Previous True Owner	Stephens Family 1996 Trust 715 Southpoint Blvd Petaluma, CA 94954 (707) 763-6819 (p)

Report Criteria

location

City **Petaluma, CA**

space

Space Use **Office, Industrial, Retail, Flex**

Available Space **7,500 - 15,000 SF - Contiguous in Building**

Exclusions / Inclusions **Exclude If Not For Lease**

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MAGNOLIA
Global Academy for Leaders

Appendix F: MGAL Travel Program

The Need for an Educational Travel Program

The benefits of educational travel for high school students cannot be overstated. As our world becomes increasingly globalized, it is more important than ever for students to understand how every state, territory and country has a "distinct voice and cultural contributions to our global economy"[1]. Travel programs are uniquely beneficial for students' personal growth, intercultural development, and education and career goals. In a study from IES, 97% of students that participated in educational travel programs reported that the experience "served as a catalyst for increased maturity"[2] and 95% said that the experience "had a lasting impact on their world view". Additionally, 98% of students that participated in educational travel said the experience "helped them to better understand their own cultural values and biases"[3].

Educational travel experiences have a strong influence on a students' educational and career attainment. Students that participate in educational travel are more likely to graduate from both high school and college[4]. Graduation rates of historically marginalized and underrepresented students, especially female students, first generation college students, low-income students and BIPOC students, "were disproportionately and positively impacted by an educational travel experience"[5]. A 2017 study from Colorado State University found that historically marginalized students who studied abroad had higher undergraduate graduation rates (Figure 1.0)

Figure 1.0: Benefits of Education Abroad for College Graduation Rates

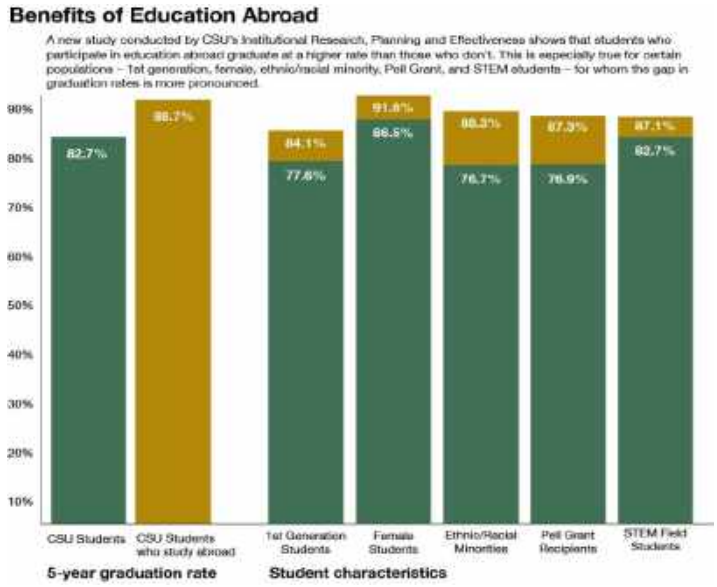
[1] The Hun School of Princeton . (2019, September). *Why High School Students Should Travel Abroad.* The Hun School of Princeton University . https://www.hunschool.org/resources/why-study-abroad-high-school.

[2] Dwyer, M. M., & Peters, C. K. (2019, March 27). *The benefits of study abroad*. IES Abroad | Study Abroad. https://www.iesabroad.org/news/benefits-study-abroad#sthash.drRwhA5v.dpbs.

[3] Dwyer, M. M., & Peters, C. K. (2019, March 27). *The benefits of study abroad*. IES Abroad | Study Abroad. https://www.iesabroad.org/news/benefits-study-abroad#sthash.drRwhA5v.dpbs.

[4] Gerber, A. (2018, October 10). *Education abroad can improve graduation rates for all*. Education Abroad can improve graduation rates for all. https://source.colostate.edu/movein-2017-education-abroad-can-improve-graduation-rates/.

[5] Gerber, A. (2018, October 10). *Education abroad can improve graduation rates for all*. Education Abroad can improve graduation rates for all. https://source.colostate.edu/movein-2017-education-abroad-can-improve-graduation-rates/.



MGAL Educational Travel Program Overview

MGAL's educational travel program is designed to give Upper School students (grades 9-12) the opportunity to travel to another part of the United States or the world.

Educational travel experiences will last between seven days to three weeks, the exact length of time for travel will be determined by the MGAL travel coordinator from the MGAL Foundation and our partners. Travel will take place over the course of designated school breaks **and not during the academic school year, to ensure that all students' grades and attendance are not affected.**

It is estimated that all educational travel experiences will have between 10-30 students participating, with a student to adult ratio of at least 6:1. This ratio is designed to ensure safety for all students participating on the trip.

Any MGAL teacher, faculty member, or adult volunteer that participates in an Educational Travel experience will be properly vetted, trained and fingerprinted. Adults that have spent significant time traveling abroad and speak the language of the country that students will be traveling to will be prioritized. All adults participating in an MGAL Educational Travel experience will sign a behavioral code of conduct prior to departure.

The MGAL Foundation

The MGAL travel program will be funded primarily from the Magnolia Global Academy for Leaders Foundation. The team from the MGAL Foundation will determine the location of the trips, length of time, number of participants and costs. The MGAL Foundation will also work directly with MGAL's travel program partners.

The MGAL Educational Travel program will be offered through MGAL's Foundation, not the MGAL school or the Petaluma City Schools District. Any potential liabilities will fall directly on the MGAL Foundation, not the MGAL school or the Petaluma City Schools District.

MGAL Expertise

The MGAL Educational Travel program was designed by Rodney Harris, the Director of Strategic Initiatives at SAI Programs, Yensi Jacob, Director of Youth Programs at Petaluma People Services' Center, and Gianna Biaggi, the Lead Petitioner on this charter application. Rodney has worked for SAI programs, providing high school and college students with study abroad opportunities for thousands of high school students, he has extensive travel experience himself. Yensi is a returned Peace Corps volunteer who spent five years living in Costa Rica. Gianna lived in East Africa, notably Kenya and Somaliland for three years. Yensi, Rod and Gianna all have extensive travel experience with students, as well as experience planning international trips for large groups.

Our Partners in Educational Travel

MGAL's partner in providing educational travel is SAI programs, a provider of educational travel experiences for young adults for over twenty-five years. SAI currently offers educational travel programs in Italy, Spain and France. Rodney Harris, SAI's Director of Strategic Initiatives, is a member of MGAL's Foundation Board of Directors and has been fundamental in creating a partnership between MGAL and SAI.

In keeping with MGAL's vision of equity and diversity, the MGAL team will partner with other organizations such as Amigos de Las Americas, and Global Leadership Adventures to ensure that MGAL students will be able to travel to countries outside of Western Europe. While some MGAL students may want to spend time in Western Europe, our travel program is designed to give students the opportunity to see a diverse group of states and countries. The MGAL travel program strives to show our students the beauty, diversity and contributions of countries from all parts of the world.

MGAL's Educational Travel Process: Determining Students, Pre-Departure

Overview

All MGAL Upper school (grades 9-12) will have the opportunity to participate in an educational travel experience prior to graduation.

Educational travel experiences will be decided upon in conjunction with MGAL's Director of Community Engagement, and members of the Educational Travel committee of the MGAL Foundation, and MGAL's travel partners. Every educational travel experience will be connected around a theme, such as: "Studying the Civil Rights Movement in the American South" or

“Understanding Climate Change in Costa Rica ". The thematic elements of the trip are designed to ensure that educational travel experiences center student learning and discovery.

The MGAL team anticipates offering at least four domestic and international educational travel experiences annually. Every MGAL student will have the opportunity to apply for a travel experience at the beginning of the academic year. Should a trip have more applicants than available spaces, there will be a lottery to decide who is able to attend. Students that are not chosen during the lottery choice trip will be first in line when that destination is offered again. The timeline for the Educational Travel Experience program during the academic year is as follows (Figure 1.1)

Figure 1.1: Timeline for Educational Travel Program during the Academic Year

August	September	October	November	December
MGAL Director of Community Engagement meets with Educational Travel partners and the Educational Travel committee to determine the number of trips, destinations, and cost per student.	Trips being offered are announced to the Upper School, students have a ten-day window to apply for a trip they would like to participate in. The lottery is held for any trips where there are more applicants than available spaces.	Family meeting #1: Trip Overview and Costs	Family Meeting #2: Financial aid meeting	All necessary deposits from families secured for flight booking, in country costs, etc.
January	**February**	**March**	**April**	**May**
Pre-Departure Meeting #1 w/ families: Student passports, visas, immunizations and permission slips.	Pre-Departure Meeting #2 w/ families: Student behavioral and academic expectations for trip.	Student Pre-Departure Meeting #1: Living and being in a new culture, safety and personal responsibility	Student Pre-Departure Meeting #2: Pre-departure work, behavioral expectations and trip itinerary.	Trips start when the academic year is finished!

Student Applications for Educational Travel

All MGAL students will have the opportunity to apply to participate in an educational travel experience. Students will complete a one-page application regarding their interest in the travel destination and how that is related to their current and future plans. Students may also be asked to research their destination of choice in their application, and reflect on culture, politics or the region's history and how that relates to the present day. All students, regardless of their ability to pay for an educational travel experience, will write an application for their interest in a trip. If the number of students that are interested in attending the trip outnumber the available spots, a lottery will be held to determine who is eligible. Students that are not selected for their proposed trip will receive feedback on their application and will be first in line the next time that destination becomes available. All students will be guaranteed **one spot on a domestic or international trip during their time at MGAL.**

The Pre-Departure Process

The pre-departure process prior to travel, and proper processing of all necessary documents for both students and adults is incredibly important. SAI has agreed to assist MGAL students and adult representatives with the necessary pre-departure including but not limited to: passports, vaccines and immunizations, visas, as well as pre-departure sessions about adjusting to a new culture, safety protocols and procedures and any other relevant information.

MGAL's partners at SAI programs will also be involved in creating the agendas and programs for all meetings with MGAL families. Guardians/ family members of MGAL students will be required to attend one pre-departure session in the Fall regarding trip agenda and costs, and two pre-departure sessions in the Spring regarding visas, passports, immunizations and student behavioral expectations. All MGAL students and guardians will be required to sign a behavioral contract prior to the trip's departure.

Trip Costs

MGAL will work with our domestic and international travel partners to create educational travel programs that are accessible to most of our students. This includes working with our partners to secure discount flights, discount tickets to local sites and excursions (such as the Coliseum in Italy), as well as reduced rates for classes and academic programs or volunteer experiences that students may participate in. Trip costs will depend on duration of stay and destination. MGAL will share a flat cost with parents that is inclusive of passports, visas, flights, insurance, housing, classes or courses, and in-country experiences.

Ensuring Equity

While MGAL will work closely with our partners to ensure that our trips are accessible and affordable our students, the MGAL Foundation will fundraise to offset the costs of such trips. As an equity project, it is important to ensure that all students, regardless of their economic status, can participate in an educational experience.

The MGAL team will work with families and students independently and privately to ensure that they have access to the Educational Travel Experiences. The Educational Travel committee of the MGAL Foundation will work to determine the cost per family of each trip and will work with families to determine how much each family can and will contribute. Additionally, some costs, such as excursions, academic classes or internships, flights or volunteer experiences, may be underwritten entirely by the Foundation, cutting out the costs for all families.

The MGAL Foundation will handle all paperwork regarding family costs. Every student and family will be required to sign a privacy contract to ensure that all financial information is kept private.

The MGAL Foundation will also assist students/families who are not able to meaningfully contribute to procuring a passport, proper vaccinations, and other necessary supplies for international travel. This support will first be offered to families who cannot meaningfully contribute to assisting their child obtain a passport, vaccines and other necessary supplies.

Fundraising

MGAL students, along with the Educational Travel committee of the MGAL Foundation, may choose to publicly fundraise for certain aspects of an Educational Travel program. It is expected that fundraising will not take place during the academic day, and that students will never be asked to miss an academic obligation to participate in fundraising efforts. Examples of fundraising efforts include bake sales, car washes and other community-based efforts. MGAL students may be asked to participate in fundraising efforts or share about their experiences upon return.

What's Included on All MGAL Educational Travel Experiences

To ensure student safety, and that a high-quality educational experience is had for all students, MGAL will work with partners that provide strong pre and post departure services, as well as in country programming. Below are the services offered by SAI, our travel partner:

Pre-Departure and Re-entry Services:

- Assistance with student visa application
- Assistance with financial aid processing
- Paid registration fees for national reentry conferences

In-Country Services:

- Accommodation in carefully selected student housing
- Airport pickup and transportation on arrival day

- Welcome reception and events
- SAI orientation to the host city and school
- SAI staff on-site dedicated to providing personal assistance
- SAI Viva Experience: frequent cultural activities & weekend excursions
- Student health insurance providing full coverage and medical emergency evacuation
- Access to and assistance with international cell phone plans
- 24-hour on-site emergency support
- Farewell event with all students

Determining Destinations

The MGAL Director of Community Engagement, along with the Educational Travel committee from the MGAL Foundation, and our educational travel partners, will meet in early August to determine what destinations will be offered, as well as what the cost per student for each experience. Destinations will be based on availability, current political climate, in terms of the current political climate towards that specific country in the United States, as well the political climate in that specific country, and affordability.

Based on the offerings of our partners as well as the current political climate, the MGAL team anticipates the following domestic and international destinations being offered within our first four years of the travel program (Figure 1.3):

Figure 1.2 Proposed International Travel Destinations for MGAL Students

North America	Western Europe	Eastern Europe	Central/South America	Africa	Asia
Canada Mexico	Spain France Italy	Poland Czech Republic	Uruguay Costa Rica Chile	Kenya Ghana South Africa	Japan South Korea India

Figure 1.3 Proposed Domestic Travel Destinations for MGAL Students

Domestic Destinations
Southwestern Tour: Arizona and New Mexico **Eastern Tour:** Pennsylvania, New York and Massachusetts **Southern Tour:** Mississippi, Alabama, Tennessee **Washington D.C.**

Student and Adult Lodging During Educational Travel

MGAL student and adult lodging during educational travel vary based on the location. The MGAL team anticipates that during domestic trips, blocks of hotel rooms will be booked for MGAL adults and students. When staying in a hotel, all MGAL students and adults will be in the same block of rooms.

Accommodations during international experiences may vary from hotels, rented apartments, and host families. MGAL will work with our in-country partners to determine what the best accommodations are for each destination, for example: for trips where we partner with SAI programs, MGAL students and families will stay in fully furnished apartments.

Should host families be an appropriate accommodation for a specific location, the MGAL team will work with our in-country partners to place students with qualified, vetted host families. Students will have the opportunity to name their preferences (i.e.- host siblings, pets, etc.) for host families, and every student staying with a host family will have their own bed and room.

Students and families will be informed of the housing accommodations upon announcement of the trip and will be able to take this information into account when deciding whether to apply.

Pre-Departure Work

All students will be assigned pre-departure work related to their trip destination. Pre-departure work will be led by faculty members participating in the trip. Students will be asked to read and reflect both verbally and in writing on the history of their destination and how that has affected the present day. as well as their own understanding of American culture, and their preconceived notions about their trip destination.

Students will also be asked to prepare themselves for their educational travel experience by familiarizing themselves with their destination's news, major political issues, and major religious and cultural celebrations. Students will be asked to read and watch local news prior to departure, explore a documentary about the destination by a local filmmaker, as well as read at least one book by a local author.

Proposed Student Activities during Educational Travel

Student activities during international travel will vary depending on location and local offerings. Aside from sightseeing and local tours, students may take courses offered by local high schools or universities, participate in internships, job shadows or sustainable volunteer work. Students may also conduct research under the guidance of an MGAL teacher, or complete passion projects directly aligned with the country they are in.

MGAL students will be asked to keep a journal during the travel experience, that will be checked for completion upon the culmination of the educational travel experience. Journaling will allow MGAL students to both document their memories of their experience, as well as process the entry into a new culture, as well as eventual re-entry into the United States.

In keeping with MGAL's project-based learning pedagogy, all educational travel experiences will culminate in a final in-country 15–20-minute presentation of learning by MGAL students. Students will have the opportunity to reflect on their travel experience, their learnings, biases and appreciations about experience. All presentations of learning will take place on the last academic day of the educational travel experience, and students will present to the MGAL faculty and staff present on the trip, as well as other adults who have had a meaningful impact on the students' experience.

Educational Travel Mock Itinerary: *Exploring Creative Writing and Literature at Florence University of the Arts*

Below is a mock itinerary for a ten-day student trip to Florence, Italy where students will study Literature and Creative Writing at Florence University of the Arts. This trip will be in partnership with SAI programs, our partner organization who specializes in sending students to Italy. During this trip, students will have the opportunity to take a week-long course in Creative Writing with a professor from Florence University of the Arts.

Exploring Creative Writing and Literature at Florence University of the Arts will be done in partnership with SAI programs.

Exploring Creative Writing and Literature at Florence University of the Arts will have 20 MGAL students, and 4 adult chaperones. This trip will be led by Gianna Biaggi, who speaks fluent Italian, and has spent significant time in Rome and other parts of Italy.

MGAL Educational Travel Experience: *Exploring Creative Writing and Literature at Florence University of the Arts*

June 1st, 2023- June 11th, 2023

Date, Day, Time	Activities	Notes
Day 1: Thursday, June	● 5:30 am: MGAL Team (Student group	● Students/families meet at

1st 2021	and adult chaperones) depart Petaluma for San Francisco International Airport ● 9:00 am: Flight from SFO to Florence, Italy ● 7:00 pm-8:00 pm: MGAL team lands in Florence, checks into the SAI Apartment Complex. ● 8:30 pm: Pizza dinner at the Apartment Complex for the MGAL team to celebrate upon arrival! ● 10:00 pm: Lights out! The MGAL Adult team does rounds to ensure all students are in their rooms.	MGAL for student drop off ● MGAL van is used to drive MGAL team to SFO ● Students pre-assigned rooms by adult chaperones, room assignments announced at pre-departure so there are no surprises. ● Members of the SAI staff will greet the MGAL team at the airport, and will take them to the SAI apartment complex. ● MGAL Team will stay at the SAI apartment complex. ● MGAL adults will trade off doing room checks to ensure students are where they are supposed to be. Rounds will take place at 10:30 pm, at midnight and at 5:30 am.
Day 2: Friday, June 2nd 2021	● 7:30 am: MGAL adults wake up students ● 8:30 am: Breakfast and morning meeting at the SAI apartment complex. MGAL adults go over the itinerary. ● 9:30 am-11:00 am: Ice breakers and "Survival Italian" Class: with SAI in-country staff at Florence University of the Arts ● 11:00-12:00: Lunch ● 12:30: Depart Florence University of the Arts for the Uffizi ● 1:00-4:00 pm: Explore the Uffizi ● 4:00-5:30: Free time around Uffizi in Squads ● 5:30: Depart Uffizi for SAI apartment ● 6:15-7:45: Dinner at the apartment, evening check-in. ● 7:45-9:30: Student free time in their rooms/apartments	● All MGAL adults will be assigned 5 students who are their "squad". Squads will travel together throughout the day and check in with one another. ● The trip to the Uffizi will be paid for by the MGAL Foundation, so students/families are free of that cost.

	● 9:30 pm: Students need to be in their rooms, getting ready for bed. ● 10:00 pm- Lights out, rounds begin.	
Day 3: Saturday, June 3rd	● 7:30 am: MGAL adults wake up students ● 8:30 am: Breakfast and morning meeting at the SAI apartment complex. MGAL adults go over the daily itinerary. ● 10:00 am: Depart for San Gimignano ● 10:40-4:00 pm: Explore San Gimignano ● 4:30 pm: Depart for Florence ● 6:00 pm: Welcome Reception with SAI team at Florence University of the Arts. ● 8:30 pm: MGAL team returns to SAI Apartment Complex. ● 9:30 pm: Students need to be in their rooms, getting ready for bed. ● 10:00 pm- Lights out, rounds begin.	● The trip to the San Gimignano will be paid for by the MGAL Foundation, so students/families are free of that cost.
Day 4: Sunday, June 4th	● 8:30 am: MGAL adults wake up students ● 9:00-10:30: Breakfast and Morning Meeting ● 10:30-1:00 pm: Walking tour of Florence, and students' school locations in Squads. ● 1:30-3:30 pm: Lunch and gelato :) ● 3:30-6:00 pm: Student free time in Florence with Squad leaders. ● 6:15-7:30 pm: Dinner at the SAI apartment. ● 7:30-9:30 pm: Free time ● 9:30 pm: Students need to be in their rooms, getting ready for bed. ● 10:00 pm: Lights round, rounds begin.	● Students will have the opportunity to sleep in on Sunday. ● Students will be reminded to wear clothing that covers their shoulders and close toed shoes for visiting sites around Florence.
Day 5: Monday, June 5th	● 7:30 am: MGAL adults wake up students ● 8:30 am: Breakfast and morning meeting at the SAI apartment complex.	● MGAL students will take a weeklong academic course "Exploring Creative Writing and Literature" at Florence

	MGAL adults go over the daily itinerary. ● 9:30 am: MGAL team walks to Florence University of the Arts ● 10:00 am-12:00 pm: MGAL students start their Exploring Creative Writing at Literature Course ● 12:00-1:00 pm: MGAL team meets for lunch ● 1:00 pm-3:30 pm: MGAL squads visit Ponte Vecchio. ● 3:30-5:30 pm: Free time around Ponte Vecchio. ● 5:30 pm: Depart Ponte Vecchio. ● 6:15-7:30 pm: Dinner at the SAI apartment and evening meeting. ● 7:30-9:30 pm: Free time ● 9:30 pm: Students need to be in their rooms, getting ready for bed. ● 10:00 pm: Lights round, rounds begin.	University of the Arts. The survey course will give students the opportunity to read, write, reflect and discuss, Every student will finish the course by producing their own piece of creative writing or literature.
Day 6: Tuesday, June 6th	● 7:30 am: MGAL adults wake up students ● 8:30 am: Breakfast and morning meeting at the SAI apartment complex. Morning meeting ● 9:30 am: MGAL team walks to Florence University of the Arts. ● 10:00 am-12:00 pm: MGAL students go to their Exploring Creative Writing at Literature Course ● 12:00-1:00 pm: MGAL team meets for lunch ● 1:30-3:30 pm: MGAL team participates in an Italian cooking class! ● 3:30 -5:00 pm: Eat MGAL cooking as a team! ● 5:00: Depart Cooking class for SAI apartment ● 6:15-7:30 pm: Dinner at the SAI apartment and evening meeting. ● 7:30-9:30 pm: Free time ● 9:30 pm: Students need to be in their rooms, getting ready for bed. ● 10:00 pm: Lights round, rounds begin.	● Students can opt into the cooking class. Students that do not want to participate will be given free time at the SAI apartment.

Day 7:Wednesday, June 7th	● 7:30 am: MGAL adults wake up students ● 8:30 am: Breakfast and morning meeting at the SAI apartment complex. Morning meeting ● 9:30 am: MGAL team walks to Florence University of the Arts. ● 10:00 am-12:00 pm: MGAL students go to their Exploring Creative Writing at Literature Course ● 12:00-1:00 pm: MGAL team lunch ● 1:30 pm-3:30 pm: Tour the Florence Market ● 3:30-5:00 pm: MGAL squad downtime in the Florence Market ● 6:15-7:30 pm: Dinner at the SAI apartment and evening meeting. ● 7:30-9:30 pm: Free time ● 9:30 pm: Students need to be in their rooms, getting ready for bed. ● 10:00 pm: Lights round, rounds begin.	● Students will have the opportunity to shop for souvenirs in the Florence Market after the completion of the tour. ● Students whose families are not able to give them money will have money provided to them by the MGAL Foundation. ● The SAI in country staff will lead the tour of the Florence Market.
Day 8: Thursday, June 8th	● 7:30 am: MGAL adults wake up students ● 8:30 am: Breakfast and morning meeting at the SAI apartment complex. Morning meeting ● 9:30 am: MGAL team walks to Florence University of the Arts. ● 10:00 am-12:00 pm: MGAL students go to their Exploring Creative Writing at Literature Course ● 12:00-1:00 pm: MGAL team lunch ● 1:00 pm-3:00 pm: MGAL students prepare for Presentations of Learning (POLS) ● 3:00- 5:30 pm: Local artisan tour throughout Florence ● 6:15-7:30 pm: Dinner at the SAI apartment and evening meeting. ● 7:30-9:30 pm: Free time ● 9:30 pm: Students need to be in their rooms, getting ready for bed. ● 10:00 pm: Lights round, rounds begin.	● The artisan tour will be led by the SAI in-country team.

Day 9: Friday, June 9th	● 7:30 am: MGAL adults wake up students ● 8:30 am: Breakfast and morning meeting at the SAI apartment complex. Morning meeting ● 9:30 am: MGAL team walks to Florence University of the Arts. ● 10:00 am-12:30 pm: MGAL students do Presentations of Learning for MGAL teachers and Professor ● 12:30-1:30 pm: MGAL team lunch ● 1:30 pm- 2:30: Celebration for completion of the Educational Learning Program ● 2:30-5:30 pm: Free time in Florence in MGAL Squads ● 6:15-7:30 pm: Closing reception with the SAI in country team at Florence University of the Arts. ● 7:30-9:30 pm: Packing time. ● 9:30 pm: Students need to be in their rooms, getting ready for bed. ● 10:00 pm: Lights round, rounds begin.	● Presentations of learning will be recorded so they can be shared with other MGAL students, faculty members and families.
Day 10: Saturday, June 10th	● 6:30 am: MGAL adults wake up students ● 7:00 am: Breakfast at the SAI apartment and packing up van. ● 8:30 am: Depart SAI Apartment for Florence Airport ● 11:00 am: Flight from Florence to SFO ● 8:00 pm: Land in SFO ● 9:15 pm: Depart SFO for Petaluma in Van ● 10:15 pm: Arrive at MGAL, families/guardians pick up students.	

Appendix G: Letters of Support

LAW OFFICES OF YOUNG, MINNEY & CORR, LLP
THE CHARTER LAW FIRM

August 16, 2021

JANELLE A. RULEY ESQ.
PARTNER ▪ ATTORNEY AT LAW
jruley@mycharterlaw.com

SENT VIA: EMAIL

Matthew Harris, Superintendent
Petaluma City Schools District
200 Douglas Street
Petaluma, CA 94952

Re: Magnolia Global Academy for Leaders Establishment Charter Petition

Dear Superintendent Harris:

It is a pleasure to write to you in support of Magnolia Global Academy for Leaders' ("MGAL") establishment charter petition, submitted to the Petaluma City Schools District ("District") for review and consideration.

Our firm has extensive experience and knowledge in the unique area of charter school law, and represents over half of the charter schools in the state, providing support in all areas of charter school creation, expansion, and operation. We have worked closely with the lead petitioner for this proposed new charter school to review the Petition submitted to the District.

In our opinion, the MGAL charter petition meets or exceeds all legal requirements set forth in the Charter Schools Act for the establishment of a charter school. Specifically, there are no facts to support any of the findings for denial of the Petition in accordance with Education Code Section 47605(c), as demonstrated by the information below:

1. MGAL presents a sound educational program for the students to be enrolled at MGAL. As demonstrated in its charter petition, MGAL describes a robust and unique educational program that has been designed to specifically serve historically marginalized students.
2. The petitioners are demonstrably likely to successfully implement the program. The lead petitioner is a member of the High Tech High New School Creation Fellows cohort, a prestigious national fellowship for next-generation education leaders. Further, the founding team all have strong ties to the local Sonoma County and have developed relationships with various community organizations to further support the development and growth of MGAL's program.
3. The charter petition contains the legally required number of parent signatures, in accordance with Education Code Section 47605(a)(1)(A). (See Charter Appendix H.)
4. The Petition contains an affirmation of each of the conditions described in Education Code Section 47605(e). (See "Affirmations and Declaration" section in the charter petition, pp. 5-7.)

5. The charter petition contains a reasonably comprehensive description of the fifteen required elements that meets all applicable legal requirements. (See Elements 1-15 in the charter petition.)
6. The charter petition contains a declaration that the District shall be deemed the exclusive public school employer of the employees of MGAL for purposes of the Educational Employment Relations Act. (See "Affirmations and Declaration" section in the charter petition, pp. 5-7.)
7. MGAL is demonstrably likely to serve the interests of the entire community in which MGAL is proposing to locate. MGAL will be the first charter high school within the District, and will offer a unique educational program that will be dedicated to serving all students in the community, specifically historically marginalized students. MGAL's proposed program does not substantially undermine any existing District services or academic or programmatic offerings, nor would not duplicate any program currently offered within the District; rather, MGAL would provide the District with an additional, robust educational offering for students of the local community.
8. The District is positioned to absorb the fiscal impact of the proposed charter school. The District does not have a qualified interim certification pursuant to Education Code Section 42131 and the County Superintendent of Schools that certifies that approving MGAL would result in the District having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership.

Accordingly, under the Education Code, a school district board of education is required to approve a charter petition, unless it makes specific written factual findings to support a denial based on the grounds enumerated under Section 47605 – "specific to the particular petition" presented to the chartering authority. We refer you to Education Code Section 47601, which sets forth the specific intent of the Legislature in enacting the Charter Schools Act (Education Code Section 47600, *et seq.*):

> It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to **establish** and maintain schools that operate independently from the existing school district structure[.]

(Emphasis added.)

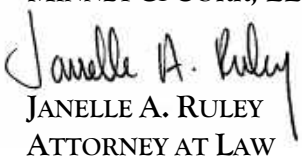
Education Code Section 47605(c) also establishes:

> In reviewing petitions for the establishment of charter schools . . . the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system **and that establishment of charter schools should be encouraged**.

We anticipate that the District will continue to encourage this exciting proposed new charter school. Our firm will be glad to answer any questions that you may have about the requirements under the Charter Schools Act for an establishment charter petition and how MGAL's charter petition meets all of the applicable requirements.

Sincerely,

LAW OFFICES OF YOUNG,
MINNEY & CORR, LLP



JANELLE A. RULEY
ATTORNEY AT LAW

To Whom it May Concern,

The Adobe Education team publicly supports Magnolia Global Academy for Leaders (MGAL), and calls on the Petaluma City School District to authorize the creation of the school. MGAL's focus on serving historically marginalized students through a dynamic project based learning pedagogy is deeply aligned with our mission to ensure student preparedness for the twenty first century job market.

As a provider of technology and educational programs, the Adobe Education team understands the myriad of positive benefits that a dynamic, student centered, project based learning pedagogy can bring. The Adobe Education team is committed to partnering with MGAL to build out their project based learning pedagogy, through providing opportunities for professional development for MGAL teachers, as well as internships, externships and mentorship opportunities for students. The Adobe Education Team is excited to work with MGAL to build out the school's pedagogy and curriculum.

The Adobe Education Team strongly encourages the Petaluma City School District to authorize Magnolia Global Academy for Leaders, and is dedicated to working with the school to build out its pedagogy. The Adobe Education Team is excited to endorse a school that could transform the educational landscape in Petaluma and Sonoma County, and is strongly committed to helping the school succeed.

Best,

Clara Galan

Clara Galan
Global Community Manager
K12 and Higher Education
August 27, 2021

To whom it may concern:

It is our pleasure to write a letter of support for the visionary work of Gianna Biaggi and her team as they seek to open ***Magnolia Global Academy for Leaders (MGAL)***, a proposed charter high school within the Petaluma City Schools District.

I serve as the Director of the New School Creation Fellowship, which is part of the High Tech High Graduate School of Education as well as a network of nationally recognized K-12 schools. Given the breadth of experience with school design that both of these partnerships offer, we believe that we are both well-poised to advocate on behalf of MGAL as well as offer our support to them once they open their doors. Magnolia Global Academy for Leaders, educates leaders through experiential learning, a commitment to equity, community partnership, and global citizenship. We believe wholeheartedly in this model, and the ample data that supports such an approach to education. We also believe in the importance of such an endeavor, and the impact they will have supporting youth who are traditionally underrepresented.

By focusing on student's individual talents and interests, and creating a safe space where underrepresented youth can thrive, this innovative learning design increases students' potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of MGAL also affords students and families in Sonoma County an additional option when considering high school selection.

When the school opens its doors, the Magnolia Global Academy for Leaders will provide an engaging educational alternative to students who might not otherwise thrive in a traditional academic setting. MGAL will serve historically disenfranchised youth in Sonoma County, who are less likely to graduate from high school and attend college, including students that have previously experienced discrimination, people with marginalized genders, including female students, BIPOC and LGBTQIA+ students. Helping these students thrive will benefit the entire county and community at large.

Because the High Tech High Graduate School of Education and the New School Creation Fellowship value this mission, we are committed to partnering with MGAL to ensure their innovative school model is successful. We will offer continued partnership with nationally recognized faculty and mentorship, will provide leadership support, and will provide a successful K-12 context in which MGAL can partner in their work.

We believe wholeheartedly that the ***Magnolia Global Academy for Leaders*** will help fill a void in the Sonoma County community and we want to be a part of their success!

Sincerely,

Stacey Lopaz

Stacey Lopaz
Director, New School Creation Fellowship
High Tech High Graduate School of Education

To Whom it May Concern,

SAI Programs of Sebastopol, California, proudly endorses the authorization of Magnolia Global Academy for Leaders (MGAL). MGAL's project-based learning pedagogy, and female-forward, anti-racist curriculum will provide students in Sonoma County with a high quality, college preparatory education. MGAL will be Sonoma County's first global secondary school, and the first school in Sonoma County to offer all students the opportunity for educational travel both domestically and internationally, a unique and important offering for students in our increasingly globalized world.

As a provider of study abroad programs to Italy, Spain and France, we understand the benefits of study abroad for individuals, and entire communities. Students that study abroad as undergraduates are more likely to pursue post graduate degrees, and are more likely to return with an enhanced interest in their academic studies than students who did not go abroad. Additionally, students who study abroad are more self-confident than their peers who did not study abroad. SAI is proud to support an institution that will give all students, regardless of gender, sexuality, race, ethnicity, income, the opportunity to spend time in different parts of the country and the world, and gain the valuable skills they need to serve as leaders in our Sonoma County community and the larger world.

Magnolia Global Academy for Leaders will be an institution that prepares students to be the future leaders of Sonoma County, through a female-forward, anti-racist curriculum, and an educational travel program for all students. SAI is eager to partner with MGAL to create equitable study abroad opportunities for students in Petaluma and Sonoma County, through scholarships, discounted travel rates, and pro bono pre and post travel services. SAI strongly urges Petaluma City Schools to authorize MGAL, and is dedicated to working with the school to create equitable travel opportunities for all students in Sonoma County.

Sincerely,

Michael Cruciano
President, SAI Study Abroad

7160 keating avenue
sebastopol, california 95472
tel 707.824.8965
fax 707.824.0198
toll free 800.655.8965
www.saiprograms.com

NORTH COAST
SCHOOL OF EDUCATION

August 12, 2021

To Whom it May Concern,

This letter is to affirm that Gianna Biaggi, the Magnolia Global Academy for Leaders (MGAL) Director of Community Engagement and Lisa Gottfried, the Magnolia Global Academy for Leaders Director of Pedagogy and Innovation, will be credentialed with both the proper teaching and administrative credentials upon the opening of Magnolia Global Academy for Leaders.

Gianna has enrolled in both the Career Technical Education (CTE) credentialing program, and administrative credentialing program through the North Coast School of Education, and will clear both credentials by the end of the 2023 academic year. Lisa currently holds a CTE credential, and will clear a preliminary administrative credential by the beginning of the 2022-2023 academic school year.

I have been working with Gianna Biaggi, who is also the lead petitioner for the Magnolia Global Academy for Leaders Charter Application, in my role as Executive Director of the North Coast School of Education. The team at the North Coast School of Education has created a pathway for Gianna, Lisa, and all future MGAL educators to be properly credentialed through our school of education. Additionally, the North Coast School of Education is excited to partner with MGAL to create a pipeline of fully credentialed teachers and administrators that are well trained to perform the proposed MGAL academic program.

The North Coast School of Education is proud to support the creation of Magnolia Global Academy for Leaders (MGAL) through providing high quality training and support to all teachers and administrators involved in the program.

If you have any further questions about the credential status of Gianna Biaggi, Lisa Gottfried or any other MGAL faculty or staff, please do not hesitate to contact me at:

Best,

Jason Lea, Ed.D.
Executive Director
North Coast School of Education
Sonoma County Office of Education

Sonoma County Office of Education
North Coast School of Education
5340 Skylane Boulevard, Santa Rosa, CA 95403-8246
Phone (707) 524-2818 ★ Fax (707) 524-2815
Website: www.ncsoe.org

To Whom it May Concern,

As a faculty person in the Curriculum Studies & Secondary Education Department at Sonoma State University, I proudly support the authorization of the Magnolia Global Academy for Leaders (MGAL) public charter school. MGAL's focus on serving historically marginalized students, including people with marginalized genders (female, trans, non-binary, bigender, a gender and other people, BIPOC, LGBTQIA+ and economically disadvantaged students will ensure that these groups get the high quality education and care that they need in the classroom.

As demonstrated in the 2019-2020 YouthTruth Survey, historically marginalized students in Sonoma County public schools are less likely than their peers to feel like they are part of their school communities, and more likely to feel isolated, depressed and anxious. Additionally, BIPOC students in Sonoma County public schools are less likely than their white counterparts to graduate from high school, and are more likely to face harsh disciplinary procedures, such as suspensions and expulsions. Female students in Sonoma County public schools are more likely to feel unsafe and experience unwanted touch than male students. With a physical and emotional safe school, historically marginalized students will have the opportunities to be their authentic selves, and to focus on what matters most, learning and growing.

MGAL's project-based learning pedagogy and experiential learning programs will give historically marginalized students the preparation they need to succeed in college and beyond. We are excited to support the creation of MGAL because we know that historically marginalized leaders have the potential to serve as change agents in Sonoma County and the world. We strongly urge Petaluma City Schools to authorize Magnolia Global Academy for Leaders.

Sincerely,

Dr. Kelly M. Estrada
Professor & Chair
Curriculum Studies & Secondary Education
School of Education
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
707-664-3176
estradak@sonoma.edu

OSCAR CHAVEZ
CHAIR
Sonoma County Human Services Department

JOSÉ MORALES, MD
VICE CHAIR
Kaiser Permanente Santa Rosa

KELLY BASS SEIBEL
TREASURER
Sonoma County Tourism

ANNA-MARIA GUZMAN, EDD
Santa Rosa City Schools

LYNDA HOPKINS
Sonoma County Board of Supervisors, 5th District

NORA MALONEE BRAND
Sonoma County Department of Health Services

JENNIELYNN HOLMES
Catholic Charities

KARISSA KRUSE
Sonoma County Winegrowers
Sonoma County Grape Growers Foundation

ANGIE DILLON-SHORE
Executive Director

5340 Skylane Blvd.
Santa Rosa, CA 95403

Ph: 707.522.2019
first5sonomacounty.org

May 6, 2021

To Whom it May Concern,

First 5 Sonoma County strongly supports the creation of Magnolia Global Academy for Leaders (MGAL) and urges the Petaluma City Schools Board of Trustees to authorize the creation of the school.

As a funder of school readiness programs that support children, 0-5, in Sonoma County, First 5 Sonoma recognizes the need and advocates for increased equity and inclusiveness of educational opportunities across Sonoma County's pre-K to post-secondary system. Magnolia Global Academy for Leaders (MGAL) proposes a fully inclusive public charter school that will ensure that some of the most marginalized students in our community, including girls and girl-identified youth, BIPOC and LGBTQIA+ individuals. MGAL will ensure that all students are welcomed, supported and included.

We commend the mission of the MGAL team to serve historically marginalized students through project-based learning, a student-centered, dynamic classroom approach where students are engaged in real world, authentic projects to learn skills and content. Project based learning ensures that students are prepared for college, career and life. MGAL's graduation requirements align directly with the University of California's A-G requirements, meaning that every MGAL student will be able to apply to a four-year college or university if they so choose.

First 5 Sonoma County strongly urges the Petaluma City Schools Board of Trustees to authorize Magnolia Global Academy for Leaders. The school will be a safe, inclusive and welcoming space for all students, especially historically marginalized students, including girls and girl-identified people, BIPOC and LGBTQIA+ students. MGAL's progressive pedagogy and equity focus will ensure that all students, especially our most marginalized, are supported and able to succeed.

Sincerely,

Angie Dillon-Shore
Executive Director
First 5 Sonoma County

Petaluma People Services Center

1500 PETALUMA BOULEVARD SOUTH
PETALUMA, CALIFORNIA 94952
(707) 765-8488 FAX- (707) 765-8482

July 7, 2021

To Whom It May Concern,

Petaluma People Services Center is excited to publicly endorse the creation of the Magnolia Global Academy for Leaders (MGAL) in Petaluma, California. MGAL's mission is to educate future leaders through experiential learning, a commitment to equity, community partnership, and global citizenship. As an innovative public charter high school, MGAL will help create a more equitable and just Petaluma and Sonoma County by supporting the specific needs of historically marginalized scholars, including girls and girl-identified people, BIPOC, and low-SES students.

As a provider of services throughout Petaluma, we see firsthand how historically marginalized communities often carry the burden of inequitable and unjust systems. MGAL will work to create a more equitable Petaluma for all students and especially for historically marginalized communities, including BIPOC, LGBTQIA+, unhoused, foster, and girl-identified students. Notably, BIPOC students in Sonoma County public schools are less likely to complete the A-G requirements necessary for them to attend a four year college and university, and are more likely than their white peers to be suspended. Petaluma People Service Center proudly supports the creation of an institution that will create equitable opportunities for BIPOC students.

Magnolia Global Academy for Leaders is dedicated to empowering historically marginalized communities through rigorous experiential learning and a project based learning pedagogy. Currently, there is no high school in Petaluma that uses a rigorous, project based learning methodology, and there are very few culturally sustaining, or culturally relevant courses offerings at both Casa Grande and Petaluma High School. MGAL will ensure that historically marginalized students see themselves and their lived experiences reflected, uplifted and celebrated in their curriculum and education. Representation matters, and when students see themselves represented in their curriculum, through Ethnic, Women's or Queer Studies, they are more likely to become more engaged in school, to receive higher grades, and to attend college than their peers who are not offered these programs.

When students know and feel they matter, they are better positioned to achieve their full potential and envision more possibilities for themselves. We are excited to support a school that embraces inclusion, that values diversity, and that is welcoming and accepting of all students.

Sincerely,

Elece Hempel
Executive Director
Petaluma People Services Center

Yensi Jacobo
Director of Youth Programs
Petaluma People Services Center

June 30th, 2021

To Petaluma CIty School Board of Trustees,

TIDE (Team for Inclusion, Diversity, and Equity) is proud to publicly endorse Magnolia Global Academy for Leaders (MGAL) public charter school, and calls on the Petaluma City Schools Board of Trustees to authorize the school. The TIDE team strongly believes that MGAL will provide a solution to racial and gender inequities that our students face in the classroom, and can be a model of racial and gender equity and radical inclusion for other schools in our district and Sonoma County.

TIDE is an organization dedicated to promoting equity in Petaluma's public schools and community institutions. Magnolia Global Academy for Leader's commitment to creating an equitable learning environment is absolutely necessary in Petaluma, where students of color and female students have recently expressed via social media the deep inequities, and blatant sexism and racism that they have experienced on their campuses daily. Magnolia Global Academy for Leaders would provide a physically and emotionally safe space for students of all genders who are marginalized within their current school communities. TIDE believes that Magnolia Global Academy for Leaders can radically transform Petaluma City schools, and the larger Petaluma community, through their dedication to equity, and their inclusive, anti-racist, culturally sustaining pedagogy, and curriculum that focuses on gender equity, that centers the needs of our most marginalized students.

Additionally, we affirm, and applaud MGAL's mission to empower historically marginalized scholars through culturally sustaining education, and their dedication to serving students who typically do not see themselves, and their lived experiences, reflected in their academic curriculum. A culturally sustaining pedagogy will ensure that people of all genders, people of color, and LGBTQIA+ individuals, are able to see themselves represented within their academic learning. Currently, people with marginalized genders, students of color and LGBTQIA+ individuals are underrepresented in academic curriculums throughout the United States, and in Sonoma County specifically. Magnolia Global Academy for Leaders will ensure that all students in Petaluma have their lived experiences affirmed, validated and celebrated at school.

TIDE strongly urges the Petaluma City Schools Board of Trustees to authorize Magnolia Global Academy for Leaders. The school will be a safe and liberating space for the historically marginalized students in our district: people with marginalized genders, students of color, LGBTQIA+ individuals and low income students, and will ensure that these groups are able to graduate from high school fully qualified to enter, and succeed at a four year college or within the workforce. TIDE is prepared to work with both the MGAL team, and Petaluma City Schools to ensure that MGAL can become a reality.

DocuSigned by:
Sarah Seitchik
75CBEE8327CF4B7...

Sarah Seitchik Sebastian
she:her:they:ella:elle
CoFounder

TIDE: Team for Inclusivity, Diversity and Equity
www.PetalumaTIDE.org
Https://www.facebook.com/petalumatide/

Appendix H: Petition Signatures- Parents and Guardians

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

GiaBiaggi — Signature

_____ — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Carrie Smith	CarrieSmith	8/9/21	8180 Luisa Way Windsor, CA 95492	(707) 799 9536	0	1-12 1-10
Amy Cunningham	AmyCunningham	8/9/21	1725 Norte Way Santa Rosa CA 95404	(707) 328-722	1-9	1-11

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Gia Biaggi — Signature

07/31/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Leslie Merritt	[signature]	7/31/21	2113 Caulfield Ln	707 367 3729		2
Tony Jett	[signature]	7/31/21	105 Upham St.	–		2
Adan Pals	[signature]	7/30/01	727 City Lane	702-[illegible]		3
Kenny Nelson	[signature]	7/31/01	121 Greenridge	415-481 1277	1-7th	3
Wilfido Morales	[signature]	7/31/21	912 Alderwood court	654 7181 415	1 7	3
Maria Nissk	[signature]	7/31/21	762 Cherry st.	(415) 412-4414	~~[illegible]~~ MPN	1.
Micah Elie	[signature]	7/31/21	1508 Serpilio Way	707-603-9268	N.	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name
[signature] — Signature
08/02/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Joel Lunenfeld	[signature]	8/2/21	320 Fair Ave	415-686-3039		2
MARKUS HAKKARAINEN	[signature]	8-2-21	524 HOWARD ST	804-873-4229		1
amy Cohen	[signature]	8/2/21	2 Nob Hill Terr	415 5310147		2
Jessica Lee	[signature]	8/2/21	701 Oak Terr	701 559 5535	1 7th	2
Sarah Morrison	[signature]	8/2/21	66 Burlington Dr		1 7th	7
Ron Murdock-Turner	[signature]	8/2/21	16 Horseshoe Bay CT Petaluma	347-282-7493		1
Allison Biggio	[signature]	8/2/21	48 Century Ln Petaluma	707-338-9164		2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Gia Biaggi — Signature

7/28/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Lauren Papadin	Lauren Papadin	7/28/2021	PO BOX 444 El Verano, CA 95433	415.994.1500	1 7th	
Amanda McGowan	Amanda McGowan	7/28/2021	759 Ernest Drive Sonoma CA 95476	7074816648	1 7th	
Silvia Bautista		7-28-21	146 Buena Vida Ct Sonoma CA	7077217329	1 7	
Tiffany Bell	Tiffany Bell	7-28-21	644 Craig Ave Sonoma, CA 95476	951-719-7645	1 7th	
Jennifer Liviente		7/28/21	910 Arbor Ave Sonoma CA 95476	707 287 1830	1 7th	
Scott Miller		7/28/21	1376 Lupeak St Sonoma CA 95476	707 996 5542		1
Stephane Vivier		7/28/21	456 Patten St. SONOMA, CA 95476	707-799-7555		2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

[signature] — Signature

08/02/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Amber Morabito	[signature]	8/2/21	913 Pinewood Ct	415-412-5296	1 (7th)	2
Muiris Griffin	[signature]	8/2/21	732 KEOKUK St	707 494 1669		2
Lisa Reinheimer	[signature]	8/2/21	1727 pauline way	510-409 9638	1 (7th)	2
Autumn Fuentes	[signature]	8/2/21	12 Hill petaluma	707 477 4948		2
DARLING DUSKIN	[signature]	8/2/21	222 FAIR ST.	415 271 7607	1 (7th)	2
Sean Hayes	[signature]	8/2/21	601 WALNUT St	415 200 8234	0	2
Wendy Harding	[signature]	8/2/21	439 Amber way	707-331-2803		2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Signature — Signature

08/2/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Kerri Izen		8/3/21	2122 Yulupa Ave SR CA 95405	707 477-5870	1 (7)	1
MATTHEW IZEN		8/3/21	2122 YULUPA AVE SANTA ROSA, CA 95405	707 206-1860	1 (7)	1
Cara Viripaeff		8/3/21	3857 Finley Ave S.R. 95407	415 595-3469		1
Megan Izen		8/3/21	1212 LLOYD AVE SR CA 95407	707 570 5805		1
DAVE ANDRUS		8/3/21	1212 LLOYD AVE SR CA 95407	707 360 8100	1 (7)	
CRYSTAL REED		8/3/21	317 Hershey Way SR CA 95403	393-0468	1 (7)	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Gianna Biaggi — Signature

08/07/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Kimberly Roper	Kimberly Roper	8/7/21	5124 Dupont Dr Santa Rosa CA 95409	707-495-3430	1-7th	
AMBER ELLERT		8/9/21	847 TOWNE ST.	415 297-2050	1-7th	
LESLEY GIOVANNELLI		8/9/21	900 Knight St. Santa	415-516-1992	1-7th	
Lisa Larson		8/10/21	713 Judith Ct	(c) 912-9547	1-7th	1
Jennifer Zuniga		8/10/21	932 St Francis Dr	707 364 64 86		1
Nicole McGloin		8/10/21	901 Daniel Dr.	707-364-4061		2
Chris Karnacki		8/10/21	512 Garfield Dr.	650-863-1404		3

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Signature — 7/31/21 Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Kenya Sanchez-Bal		7/31/21	1328 Glenwood Dr.	415-261-8473	1-7th	2
Anya Drelich		7/31/21	1273 Pacific Ave	831-359 9435	0	2
DEIRDRE Wood		7/31/21	1433 Dandelion	415 203 2754	0	1
Sarah Koniak		7/31/21	1147 Birch Way Dr.	707.972 0586	2 7th 9th	
Pete Valceschini		7/31/21	23 Fairview Terrace	707-529 1695	1 7th	1 10th
STACEY EARL		8/2/21	16316 MOCLIPS Dr.	45531 7085	1 7th	
Paulina Telleres		8/2/21	14316 Tanager Ln	707 495-4414	1 9th	

Signature Page for Parents

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By the Lead Petitioner:

Gianna Biaggi — Name

[signature] — Signature

08/02/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Sheeey Sheehan	[signature]	8/4/21	706 Churchill Dr	415 717 1093	2 7th/9th	1
Meghan Brand Stauf	Meghan B. Stauf	8/5/21	7 Baker Ct.	415 497 7129	1 7th	
Margaret Kelly	Margaret A Kelly	8/5/21	217 Preston Ct, Petaluma	415-710-2225		2
Heidi Williams	Heidi Williams	8/5/21	11 Howard St petaluma	(707) 774-5362	1 7th	1
Dara Olandt	Dara Olandt	8/5/21	106 Edith St Petaluma	415-374-0656	DO	1
Patty Greenlief	[signature]	8/5/21	2101 Meadowview Dr	415 847 7792		3
Kelly Whitney	[signature]	8/5/21	635 Baker St	707-322-0883		2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Gia Biaggi — Signature

08/02/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Sarah White	SWhite	8/2/21	763 Chapman In. Pet	707 484-8674		3
Dennis Best	[illegible]	8/2/21	427 Broadway St	(415) 866-3934		2
Lisa Flato	Lisa Flato	8/2/21	767 Paula Lane 94952	646 3738208	1 7th	
Robyn Poggi	[illegible]	8.2.21	408 Mt. View 94952	917 6472667	1 7th	3
Hanna Rizzo	[illegible]	8.2.21	315 12th	707 481-2521		1
Casey Powell	[illegible]	8/2/21	211 White Oak Cir	707 338 0105		2
MATTCA	[illegible]	8/2/21	1022 Sonoma Dr.	602 783 1318		2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi (Name) Gia Biaggi (Signature) 7/28/21 (Date)

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Veronica Gomez Dingman		7/28/21	149 Buena Vida Ct, Sonoma CA 95476	707-321-9922	1 7th	1
John Todd		7/28/21	18848 Arnold Drive Sonoma CA 95476	415-940-0814		1
Anke Snow		7/29/21	100 Anthony Ct. Sonoma CA 95476	707-721-6262		1
Vanessa Roglich		7/29/21	19432 Lovall Valley Ct. Sonoma, CA 95476	310-714-2356	1 7th	
Tania Sydenham		7/29/21	2059 Palmer Ave Sonoma CA 95476	415-3074410	1 7th	
Kashakani Gillotta		7/29/21	1180 Brockman Lane Sonoma, CA 95476	707-287-7126	1 9th	2
Melissa Pereeks		7/29/21	400 E. Thomson Ave Sonoma, CA, 95476	(707)299-0943		2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name
Signature — Date: 7/31/21

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Grace Jones Bareta		7/31/2021	518 Lassen Ct. Rohnert Park 94928	707-695-8386	1 7th	2
PATRICK MUNDY		7/31/2021	200 KUCK LANE PETALUMA, CA 94952	415-652 3919	0	1
Jennifer Okonsky		7/31/2021	414 8th St. Petaluma, CA 94952	415-722 8463	0	2
Lindsey Ladd		7/31/2021	43 Cordelia Dr Petaluma, CA 94952	415-272 4121	1 9th	~~2~~
Vanessa Luna Shannan		7/31/2021	1460 Capri Ave. Petaluma, CA. 94954	(707) 778-3631	1 7th	2
Kim Lapp	Kim Lapp	7/31/2021	24 Baker Ct 94952	(707) 3648550	0	2
Amy Nielsen	Amy Nielsen	7/31/2021	3728 Fox Hill Place SR, CA 95404	(707) 849-9069	1 9th	

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi (Name) Gianna Biaggi (Signature) 8/2/21 (Date)

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Krista Reid		8/4/21	1688 Southview Dr	707 217 1186	1 7th	1
Neil Willard		8/4/21	1663 Peggy Ln. Petaluma CA 94954	707 588 9124	1 7th	1
Jordan Hood		8/04/21	903 Santa Barbara		1 7th	1
Alex Jelliffe		8/04/21	1813 Sleepy Hollow Ln.	408 623. 5423	1/7th	1
Kinyatta Reynolds		8/4/21	621 Maria DR.	707. 746. 4656	0	1
Judy Nielsen		8/4/21	1224 Del Sol Way Petaluma	707-332-4417	2/7th 9th	
Stephanie Juarez		8-4-2021	1141 Brighton View Circle	(707) 484-4461	2/7th 9th	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Gias Biaggi — Signature

7/29/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Jennifer Palladini	[signature]	7/29/21	271 Willing Way Sonoma	346-7003	2 7,9	
Joe Diggins	[signature]	7/29/21	248 1st West	415-595-6000	1 9th	
Aaron Tudisco	[signature]	7/29/21	453 Patten St	415-709-7657		2
Lisa Gottfried	[signature]	7/31/21	3973 Hischier Ct Napa, CA 94558	707-332-2163		1
Sally McKillop	[signature]	7/30/21	1417 Sylvia Way, Petaluma	615-400-5474		1
Lisa Blades	[signature]	7/30/21	100 Prospect St, Petaluma	415 235-7414	0	1
~~Max Grant~~ GSB	[signature]	~~7/31/21~~	~~611 E Street~~	~~[illegible]~~	0	3

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Gia Biaggi — Signature

07/31/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Josh Sutton		7/31/21	1455 CARI AVE	707-799 0611	0	2
~~Andrea Akmenkalns~~						
Sara Avery		7/31/21	436 Casa Verde Cir	415-238-8608	1 (7th)	2
Rebecca Kagin		07/31/21	250 Pavlahare	(707) 364-6377	1 (7th)	2
Vicki Dutton		7/31/21	25 Wallace Ct.	707-338-8523	1 9th	4
Sarah Sletchuk Sebastian		7/31/21	755 Gossage Ave	AIS 205 5303	0	3
Meghan McMillan		7/31/21	1 Twin Creeks Circle	530-574-2324	0	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Signature — 08/05/21 Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Yvonne Gonzales		8/2/21	1534 Brua Ct 95401	7075706362	1 9th	3
Megan Casey		8/2/21	579 Cavana Rd.	[illegible]		2
Sara Bixler		8/10/21	332 Lear Ct	415. 847-6647	1 / 9th	
Erin Wrightsman		8/10/21	1001 McNear Ave	707 484-4855	1 / 9th	
Daniel Wrightsman		08/10/21	1001 McNear Ave	707 696 4998	1 / 9th	
Pedro Morales		8/10/21	511 Liberty St	3373948	1 / 9th	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Gianna Biaggi — Signature

08/06/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Kinna Crocker		8/6/21	155 Briarfield Place SR, CA	775-8545	2 (9th)	
Asuc Ondler		8.6.21	"	775-8411	2 (9th)	
Deana Terrell		8-6-21		721-6409	1 (9th)	
Soledad Madinandiarena		8/6/21	5426 Hazelwood Ct. Santa Rosa 95409	787 552-4300	1 (9th)	
Lori Rinker	Lori Rinker	8/6/21	564 Del Monte Ct S.R., CA 95409	707 291-8062	1 (9th)	
Christina Towers		8/6/21	2346 Alvarado Ave SR CA 95404	(707) 321-1377	1 (4th)	1
Andrew J.S. Kempich		8/6/21	3728 Fox Alley SR. CA. 95404	(707) 696-8760	1 (9th)	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Magnolia Global Academy for Leaders ("Charter School") merits consideration and hereby petition the governing board of the Petaluma Joint Union High School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

Gianna Biaggi — Name

Gias Biaggi — Signature

08/07/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Paloma Apgar	Paloma Apgar	8/7/21	1090 Grove St	530-220-3449	1, 9th	
Gina Stahl-Haven	[illegible]	8/7/21	713 Bradley Ave. Novato CA	415-497-2313	1, 9th	2
Jennifer Stoneman	[illegible]	8/7/21	1427 Pheasant Dr	415-517-2849		2
Alexander Hansen	Alexander Hansen	8/10/21	1762 Tessa Way	707 540-3251		2
Shaina Eadow	[illegible]	8/10/21	22 Pagan	707.364 9004		1
Heather Lunenfeld	[illegible]	8.10.21	320 Fair Ave	404.272 6547	[illegible]	[illegible]

Signature Page for Parents

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By the Lead Petitioner:

Rodney Harris — Name
[signature] — Signature
8-6-21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
R. Moore	[signature]	8-8-21	170 Windsor River Rd. Windsor CA 95492	N/A	1 (9th)	1

Signature Page for Parents

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By the Lead Petitioner:

Rodney Harris — Name

R [signature] — Signature

7-31-21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
AJ Winter	AJ [signature]	07/31/21	1775 Reim Rn Windsor Ln 95492	707-888-9498	2 (9th)	1
Jillian Webb	Jillian Webb	8/1/21	4339 Godfrey Dr. Windsor 95492	707-228-9163	1 (9th)	1
Gretchen Sutter	Gretchen Sutter	8/1/21	462 Walten Way Windsor CA 95492	707 292 60236	3 (9th)	3
Elizabeth Harris	Elizabeth Harris	8/1/21	1435 Birdie Dr Windsor	707 483-8859	2 (9th)	2
Elizabeth Smith	Elizabeth Smith	8/2/21	11164 Segnesio Way Windsor	815-353-4444		1
Jason Black	Jason Black	8/3/21	6121 Amie Drive	707 480-8124	1 (9th)	1
Melinda Sperbeck	Melinda Sperbeck	08/03/2021	PO Box 2 Graysville	707-849-6250	1 (9th)	1
Rachel Spessard	Rachel Spessard	8/3/21	1326 Eagle DR Windsor Ca 95492 CA 95441	707 234-2039	1 (9th)	1

Signature Page for Parents

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By the Lead Petitioner:

Gianna Biaggi — Name
Gias Biaggi — Signature
08/02/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Nicole Ryan	Nicole Ryan	8-2-21	847 Madison St. 94952	707-548-5362		1
Shanna Paras	[illegible]	8.2.21	222 Winder Dr 94952	925 963 7381		2
Darby Ciampi	D Ciampi	8.2.21	1727 Zinfandel Dr 94954 Petaluma	917 602 2803	1 7th	3
Micah Contreras	[illegible]	8.2.21	121 Upham St. Petaluma CA	415 646 2161		1
Kelly Macdonald	[illegible]	8/2/21	125 Elm Dr Petaluma CA 94952	707-696-7535		2
Michelle Torres	[illegible]	8/2/21	847 Westernive Petaluma CA 94952	917-885 2919	1 7th	2
Jennifer Agnew	[illegible]	8/2/21	620 ELM DRIVE PETALUMA, CA 94952	510-356 6167		2

Signature Page for Parents

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By the Lead Petitioner:

Gianna Biaggi — Name

[signature] — Signature

08/02/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Tanya Bruno	[signature]	8/2/21	2110 Riebli Rd. Santa Rosa, CA	707.481.0155	2 - 7th	0
Kaye Moore	[signature]	8/2/21	629 Wheeler St. Santa Rosa, CA 95404	707-239-9273	1 - 7th 1 - 10th	0
Eric Wolski	[signature]	8-2-21	823 Josephine Ln Healdsburg CA 95448	347 228 7103	1 - 7th 1 - 8th	0
Sara LaFleur	[signature]	8.2.21	8108 Chalk Hill Rd Healdsburg, CA 95448	617 905 4637	1 - 7th	1 - 10th
Sarah Law	[signature]	8/3/21	7816 Wildflower Ct. Windsor, CA 95492	707.291.1587	1 - 7th	1 - 12th
Sandra Arroyo	[signature]	8/3/21	222 Zinfandel RD Healdsburg Ca. 95448	707 318 7154	1 - 7th	1 - 6th
Kim Dow	[signature]	8-5-21	PO Box 1282 Healdsburg CA 95448	707 494 3900	1 - 7th	

Signature Page for Parents

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By the Lead Petitioner:

Gianna Biaggi — Name

Gia's Biaggi — Signature

8/7/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Paul McBrathey	[signature]	8/7	8931 STARR RD Windsor	949 3954594	1-7	1-[illegible]
Rosie Hagerman	[signature]	8/7	410 Parkview Dr.	707-322 7430	1-7	0
Jessica Boone	[signature]	8/7	917 Maxwell St Hbg 95448	707 217-1691	1-7	0
Daggy Maidman	[signature]	8/7	5215 W dry creek - 95448	707 432 7707	1-7	2-4
Cori Wickersham	[signature]	8/7	396 Poppy Hill Dr. 95448	707-548-3130	1-7 1-9	0
SARA TRISTANO	[signature]	8/7/21	2539 WASHOE CT. SANTA ROSA, 95405	707-483-8155	1-7 1-9	
ANDREA BALLUS	[signature]	8/7/21	681 S Fitch Mtn Rd. HBG	707 347 6478	1-7	0 1-4 1-K

Signature Page for Parents

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By the Lead Petitioner:

Gianna Biaggi — Name
Gianna Biaggi — Signature
07/31/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Sylvia Alonso	[signature]	7/31/21	1301 Schuman	707 477 1327	SLA	2
Nikki Reyes-Khelif	[signature]	7/31/21	1805 Carteros Cir	(415) 408-1630	0	1
Dale Wanner	[signature]	7/31/21	512 Keller St.	415 244 5003	0	2
Monique Della Santina	[signature]	7/31	622 C St.	840 0050	0	2
Rachael Newman	[signature]	7/31	1014 B St.	415 515-4754	1 7th	Ø
Ocala Scott-Bellows	[signature]	7/31	321 1st St. #132	415-367-5013	1 7th	1
Jerrod Meyer	[signature]	7-31	1568 Adobe Rd	707 307 3455	1 – 7	

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By the Lead Petitioner:

Gianna Biaggi — Name

[signature] — Signature

07/31/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Blake Bryant	Blake Bryant	7/31/21	1420 Dandelion Way Petaluma, CA 94954	707 766-4236	0	2
Yvette Niles	[signature]	7/31/21	515 1/2 West St Petaluma CA 94952	415-233 3467	0	2
Heather Johnson	[signature]	7/31/21	291 Cleveland Ave. Petaluma CA 94952	619-212-5065	0	1
Julie Lannert	Julie Lannert	7/31/21	637 Starks Way Petaluma, CA 94954	707-773-3817	1 7th	2
Chad Zibelman	[signature]	7/31/21	36 Wyndham Way Petaluma, CA 94954	610-787-1233	0	2
RODERICK SIMPSON	[signature]	7/31/21	849 G ST. Petaluma, CA 94952	707 772 9120	0	2
Victoria Barrett	[signature]	7/31/21	589 Kent St. Petaluma CA 94952	415 264 7508	0	2

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By the Lead Petitioner:

Gianna Biaggi (Name) Gianna Biaggi (Signature) 07/31/21 (Date)

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Holly Charlebois		7/31/2021	3613 Nicasio Valley Rd Nicasio CA 94946	415 662 2232	0	1
Tammara Norman	Tammara Norman	7/31/21	501 Keller Street	707-766 7258	~~1~~	1
Carlos Camacho		7/31/21	411 A St.	707-307 8752	0	~~1~~
Bradley Vaccaro		7/31/21	3 Cider Ct. Petaluma 94954	415-305-4268	0	2
Sabina Dove		7/31/21	501 Keokuk St	4156328903	0	~~2~~
Debbie Woo		7/31/21	386 E Blithedale Mill Valley, CA 94941	206-330-1811	0	1
Tegan Hoover		7.31.21	200 KUCK LANE PETALUMA 94952	650-269-0139	0	1

Signature Page for Parents

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By the Lead Petitioner:

Gianna Biaggi — Name

Signature — Signature

8/12/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Tina Wirtz		8/12/21	857 Leghorn Lane	(707) 953-0988	1 9th	
Kristina Jones		8/14/21	609 Jonas Ln 94952	(415) 302 5663	1 9th	

Signature Page for Parents

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By the Lead Petitioner:

Gianna Biaggi — Name

Gianna Biaggi — Signature

08/02/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
Chantel Smith	Chantel Smith	8/9/21	217 Jacquelyn Lane 94952	336-1302	1 9th	
MONICA RONEY	Monica Roney	8/10/21	500 6th St 94952	415 290 4028	1 9th	
Andrea Sundell	Andrea Sundell	8/10/21	216 Edinburgh Ln 94952	530 478-2707	1 7th	
Dan Berger	Dan Berger	8/12/21	853 Webster Ave 94952	707 953 8028	2 7th 9th	
Alyna Christensen	Alyna Christensen	8/14/21	100 Westridge Dr. 94952	707 293 5233	1 9th	1

Signature Page for Parents

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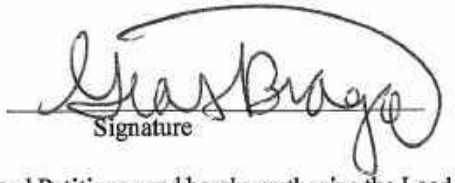
By the Lead Petitioner:

Gianna Biaggi — Name



[signature] — Signature

04/02/21 — Date

The petitioners recognize Gianna Biaggi as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Petaluma Joint Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
[illegible]	Anna Young	8/6/2021	7728 Watson Dr. RP 94928	7074814234	7th 9th 2	1
NINA WALTERS	[illegible]	8/9/2021	349 Bond Ave Petaluma	7073647760	2 9th 7th	
Tina Rice	[illegible]	8/9/2021	1536 Rio Nido Way	5105043450	2 7th 9th	
Tommy Ciclund	[illegible]	8/10/21	602 Galland	858 228 7318	1 9th	
Aisha Basich	[illegible]	8/10/21	196 Mission 94952	415-341-3684	1 9th	1
Gwendolyn Husary	[illegible]	8/11/21	5 Runson ct 94952	(707) 696-6553	1 7th	1
Melinda Nicholas	[illegible]	8/12/21	21 Troon Terrace 94952	707-782-0702	2 7th 9th	

Signature Page for Parents

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By the Lead Petitioner:

Gianna Biaggi — Name

Signature — Signature

07/31/21 — Date

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 7-12 in 2022-23	Number of children entering grade 7-12 after 2022-23
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Yvette Niles	Yvette Niles	7/31/21	515 1/2 West St Petaluma CA 94952	415-233 3467	0	2
Heather Johnsen	[signature]	7/31/21	291 Cleveland Ave. Petaluma CA 94952	619-212-5065	0	1
Julie Lannert	Julie Lannert	7/31/21	637 Starks Way Petaluma, CA 94954	707-773-3017	1 7th	2
Chad Zibelman	[signature]	7/31/21	36 Wyndham Way Petaluma, CA 94954	610-787-1233	0	2
RODERICK SIMPSON	[signature]	7/31/21	849 G ST. Petaluma, CA 94952	707 772 9100	0	2
Victoria Bassett	[signature]	7/31/21	589 Kent St. 94952 Petaluma CA	415 264 7508	0	2